



### Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

**EDUCATIONAL SERVICES**

**Course Title: English Language Development 3 (#0107L3)**

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## EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 3**

Course Number: **(#0107L3)**

Unit Title: **Choices**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

ELD 3

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing coherent and well-articulated comments and additional information.

Strand 2: Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (eg., You postulate that X. However, I've reached a different conclusion on the issue.) and open responses that express and defend nuanced opinions.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers) to persuade and provide counter-arguments.

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with light support.

Strand 6c: Use knowledge of morphology (e.g. derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing well-worded evidence to support claims or connecting

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.

Strand 10a: Write longer and more detailed literary and informational texts (e.g. an argument about free speech) collaboratively and independently using appropriate text organization and register.

Strand 10b: Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

Strand 12b: Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., changing inaugurate to inauguration.).

## Part II: Learning How English Works

### A. Structuring Cohesive Texts—

Strand 1: Apply analysis of the organizational structure of different text types (e.g. how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.

### B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

Strand 4: Expand noun phrases in a growing number of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What Influences a Person's Choices?

Students will read a variety of texts including short stories, poetry, a newspaper article, an interview, a memoir, and an excerpt from a novel. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn how to analyze plot, characterization, text features, and setting, as well as determine viewpoint. Students will learn to identify prefixes, roots, and suffixes. Students will be able to write in complete sentences, make subjects and verbs agree, and fix sentence fragments. Students will create a TV talk show that answers the unit's essential question. Students will write responses to literature, a definition paragraph, a comparison essay, and an autobiographical narrative.

Core Text: Unit 1, The Edge (Level B)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: text features and structure of texts in unit (short stories, poetry, newspaper articles, interviews, memoirs, novel excerpts), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), how to analyze plot and characterization, how to determine viewpoint, prefixes, roots, suffixes, complete sentences vs. sentence fragments, subject-verb agreement, how to plan and write a response to literature, a definition paragraph, a comparison essay, and an autobiographical narrative.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing



## EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 3**

Course Number: **(#0107L3)**

Unit Title: **The Art of Expression**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

ELD 3

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing coherent and well-articulated comments and additional information.

Strand 2: Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (eg., You postulate that X. However, I've reached a different conclusion on the issue.) and open responses that express and defend nuanced opinions.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers) to persuade and provide counter-arguments.

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with light support.

Strand 6c: Use knowledge of morphology (e.g. derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.

Strand 10a: Write longer and more detailed literary and informational texts (e.g. an argument about free speech) collaboratively and independently using appropriate text organization and register.

Strand 10b: Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

Part II: Learning How English Works

A. Structuring Cohesive Texts—

Strand 1: Apply analysis of the organizational structure of different text types (e.g. how arguments are organized by

establishing clear relationships among claims, counterclaims, reasons, evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.

#### B.Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: Does Creativity Matter?

Students will read a variety of texts including a news article, interviews, essays, song lyrics, and poetry. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will determine an author's purpose and analyze the structure and development of ideas. Students will create a demonstration to share with the class that answer's the unit's essential question. Students will write a response to literature, a how-to paragraph, and an argument. Students will learn to use context clues to determine the meaning of unfamiliar words. Students will be able to identify idioms. Students will be able to use subject pronouns, action verbs in the present tense, and verbs to talk about the present tense.

Core Text: Unit 2, The Edge (Level B)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: text features and structure of texts used in the unit (news article, interviews, essays, song lyrics, and poetry), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), determining an author's purpose and analyzing the development of ideas, how to plan and write a response to literature, how-to paragraph, and argument, context clues, idioms, subject pronouns, action verbs in present tense, verbs to talk about present tense.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

## EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 3**

Course Number: **(#0107L3)**

Unit Title: **The Hero Within**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

ELD 3

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing coherent and well-articulated comments and additional information.

Strand 2: Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (eg., You postulate that X. However, I've reached a different conclusion on the issue.) and open responses that express and defend nuanced opinions.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers) to persuade and provide counter-arguments.

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with light support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using a variety of detailed sentences and precise general academic and domain-specific words.

Strand 6b: Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).

Strand 6c: Use knowledge of morphology (e.g. derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. hyperbole, varying connotations, the cumulative impact of word choices) produces nuances or different effects on the audience.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that express complex

and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.

Strand 10a: Write longer and more detailed literary and informational texts (e.g. an argument about free speech) collaboratively and independently using appropriate text organization and register.

Strand 10b: Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

Strand 11a: Justify opinions by making connections and distinctions between ideas and texts and articulating sufficient, detailed and relevant textual evidence or background knowledge, using appropriate register.

Strand 11b: Express attitude with opinions or temper statements with familiar modal expressions (e.g.possibly/potentially/certainly/absolutely/should/might

## Part II: Learning How English Works

### B.Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What Makes a Hero?

Students will read a variety of texts including short stories, a historical analysis, song lyrics, a magazine article, and a speech. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn to analyze cultural perspectives, text structure, development of ideas, and an author's viewpoint. Students will create a short documentary to answer the unit's essential question. Students will learn to identify and group word families. Students will be able to use verb tenses correctly. Students will write a response to literature, an opinion paragraph, and an informative paragraph.

Core Text: Unit 3, The Edge (Level B)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: text features and structure of texts found in the unit (short stories, historical analysis, song lyrics, magazine articles, speeches), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), analyzing cultural perspectives, development of ideas over time, author's viewpoint, creating a documentary, word families, verb tenses, how to plan and write a response to literature, an opinion paragraph, and an informative paragraph.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

## EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 3**

Course Number: **(#0107L3)**

Unit Title: **Opening Doors**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

ELD 3

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing coherent and well-articulated comments and additional information.

Strand 2: Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (eg., You postulate that X. However, I've reached a different conclusion on the issue.) and open responses that express and defend nuanced opinions.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers) to persuade and provide counter-arguments.

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with light support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using a variety of detailed sentences and precise general academic and domain-specific words.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.

Strand 10a: Write longer and more detailed literary and informational texts (e.g. an argument about free speech) collaboratively and independently using appropriate text organization and register.

Strand 10b: Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

Part II: Learning How English Works

A. Structuring Cohesive Texts—

Strand 1: Apply analysis of the organizational structure of different text types (e.g. how arguments are organized by

establishing clear relationships among claims, counterclaims, reasons, evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.

#### B.Expanding & Enriching Ideas--

Strand 4: Expand noun phrases in a growing number of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.

Strand 5: Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar or new processes or activities.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: How Can Knowledge Open Doors?

Students will read a variety of texts including a biography, a brochure, essays, a memoir, a cartoon, and a news article. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn to analyze text structure (chronology, cause-effect, problem-solution) and the development of ideas over time. Students will learn to use context clues to understand the meaning of unfamiliar words. Students will work together to create a class newspaper that answers the unit's essential question. Students will plan, write, and give an oral report that informs the class about an important invention. Students will learn to show possession and use pronouns in prepositional phrases. Students will write a response to literature, a problem-solution essay, and an informative piece.

Core Text: Unit 4, The Edge (Level B)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: text structure and features of texts used in unit (biography, brochure, essays, memoir, cartoon, news article), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), text structure (chronology, cause-effect, problem-solution), development of ideas, context clues, class newspaper project, oral report, how to show possession and use pronouns in prepositional phrases, how to plan and write a response to literature, a problem-solution essay, and an informative piece.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing



**EDUCATIONAL SERVICES**

Department: **English**

Course Title: **English Language Development 3**

Course Number: **(#0107L3)**

Unit Title: **Fear This**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

ELD 3

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing coherent and well-articulated comments and additional information.

Strand 2: Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (eg., You postulate that X. However, I've reached a different conclusion on the issue.) and open responses that express and defend nuanced opinions.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers) to persuade and provide counter-arguments.

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with light support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using a variety of detailed sentences and precise general academic and domain-specific words.

Strand 6b: Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. hyperbole, varying connotations, the cumulative impact of word choices) produces nuances or different effects on the audience.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.

Strand 10a: Write longer and more detailed literary and informational texts (e.g. an argument about free speech)

collaboratively and independently using appropriate text organization and register.

Strand 10b: Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

Part II: Learning How English Works

B.Expanding & Enriching Ideas--

Strand 5: Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar or new processes or activities.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What Makes Something Frightening?

Students will read a variety of texts including short stories, interviews, cartoons, and poetry. Students will learn a variety of reading strategies including planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn plot structure and common literary terms (mood, tone, suspense, imagery, symbol, etc.). Students will learn synonyms and how to use a thesaurus. Students will create a podcast that addresses the unit's essential question. Students will learn to use adverbs correctly and practice using adjectives to elaborate. Students will write a response to literature, a character sketch, a literary analysis, and a short narrative.

Core Text: Unit 5, The Edge (Level B)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: text structure and feature of texts used in unit (short stories, interviews, cartoons, poetry), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), plot structure, literary terms (mood, tone, suspense, imagery, symbol, etc.), synonyms and thesaurus use, podcast, adverbs, adjectives, how to plan and write a response to literature, character sketch, literary analysis, and short narrative.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

## EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 3**

Course Number: **(#0107L3)**

Unit Title: **Are You Buying It?**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

ELD 3

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing coherent and well-articulated comments and additional information.

Strand 2: Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (eg., You postulate that X. However, I've reached a different conclusion on the issue.) and open responses that express and defend nuanced opinions.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers) to persuade and provide counter-arguments.

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with light support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using a variety of detailed sentences and precise general academic and domain-specific words.

Strand 6b: Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).

Strand 6c: Use knowledge of morphology (e.g. derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. hyperbole, varying connotations, the cumulative impact of word choices) produces nuances or different effects on the audience.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that express complex

and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.

Strand 10a: Write longer and more detailed literary and informational texts (e.g. an argument about free speech) collaboratively and independently using appropriate text organization and register.

Strand 10b: Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

Strand 11a: Justify opinions by making connections and distinctions between ideas and texts and articulating sufficient, detailed and relevant textual evidence or background knowledge, using appropriate register.

Strand 11b: Express attitude with opinions or temper statements with familiar modal expressions (e.g. possibly/potentially/certainly/absolutely/should/might)

Strand 12a: Use a variety of grade-appropriate general academic (e.g., alleviate, salutary) and domain-specific (e.g., soliloquy, microorganism) academic words accurately and appropriate when producing increasingly complex written and spoken texts.

Strand 12b: Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., changing inaugurate to inauguration.).

## Part II: Learning How English Works

### A. Structuring Cohesive Texts—

Strand 1: Apply analysis of the organizational structure of different text types (e.g. how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts, and narratives.

Strand 2a: Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g. using nominalizations, paraphrases, or summaries to refer back to an action or activity described earlier) to comprehending and writing grade-level texts and to writing clear and cohesive texts for specific purposes and audiences.

Strand 2b: Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g. using connecting/transition words and phrases such as on the contrary, in addition, moreover) to write increasingly cohesive texts for specific purposes and audiences.

### B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

Strand 4: Expand noun phrases in a growing number of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.

Strand 5: Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar or new processes or activities.

### C. Connecting and Condensing Ideas

Strand 6: Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas (e.g., While both characters strive for success, they each take different approaches through which to reach their goals.), or to establish cause (e.g., Women's lives

were changed forever after World War II as a result of joining the work force.).

Strand 7: Condense ideas in a growing number of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year.).

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: How Do the Media Shape the Way People Think?

Students will read a variety of texts including poetry, several essays, and a how-to article. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn how to structure an argument and evaluate evidence. Students will learn Greek and Latin roots, and they will learn denotation and connotation. Students will learn to write varied, complex sentences. Students will work in groups to create an ad campaign that addresses the unit's essential question. After presenting ad campaigns, students will break into teams and debate the unit's essential question. Students will write responses to literature, a letter to the editor, and a persuasive piece.

Core Text: Unit 6, The Edge (Level B)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: text features and structures of texts used in unit (poetry, essays, how-to article), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), structuring an argument, evaluating evidence, Greek and Latin roots, denotation and connotation, how to write varied and complex sentences, ad campaign, debate, how to plan and write a response to literature, letter to the editor, and a persuasive piece.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffold lessons/assignments

Modified pacing

**EDUCATIONAL SERVICES**

Department: **English**

Course Title: **English Language Development 3**

Course Number: **(#0107L3)**

Unit Title: **Where We Belong**

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

ELD 3

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing coherent and well-articulated comments and additional information.

Strand 2: Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (eg., You postulate that X. However, I've reached a different conclusion on the issue.) and open responses that express and defend nuanced opinions.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers) to persuade and provide counter-arguments.

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with light support.

Strand 6c: Use knowledge of morphology (e.g. derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. hyperbole, varying connotations, the cumulative impact of word choices) produces nuances or different effects on the audience.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered using an appropriate level of formality and understanding of register.

Strand 10a: Write longer and more detailed literary and informational texts (e.g. an argument about free speech) collaboratively and independently using appropriate text organization and register.

Strand 10b: Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

Strand 11a: Justify opinions by making connections and distinctions between ideas and texts and articulating sufficient, detailed and relevant textual evidence or background knowledge, using appropriate register.

Strand 11b: Express attitude with opinions or temper statements with familiar modal expressions (e.g. possibly/potentially/certainly/absolutely/should/might)

## Part II: Learning How English Works

### B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses (e.g., past, present, future) and aspects (e.g., simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

Strand 4: Expand noun phrases in a growing number of ways (e.g., complex clause embedding) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.

Strand 5: Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar or new processes or activities.

### C. Connecting and Condensing Ideas

Strand 6: Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas (e.g., While both characters strive for success, they each take different approaches through which to reach their goals.), or to establish cause (e.g., Women's lives were changed forever after World War II as a result of joining the work force.).

Strand 7: Condense ideas in a growing number of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year.).

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What Holds Us Together? What Keeps Us Apart?

Students will read a variety of texts including a play, poetry, and song lyrics. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn elements of poetry (simile, metaphor, personification, imagery, sensory images, rhythm, rhyme scheme). Students will create a poetry anthology to share with the class. Students will learn to write in the present perfect tense and write enriched, complex sentences. Students will write and present a narrative that describes a memorable experience. Students will write responses to literature, a theme essay, and a literary critique.

Core Text: Unit 7, The Edge (Level B)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: text features and structure of texts used in unit (a play, poetry, song lyrics), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), elements of poetry (simile, metaphor, personification, imagery, sensory images, rhythm, rhyme scheme), poetry anthology, present perfect tense, how to write complex sentences, how to plan and write a personal narrative, responses to literature, a theme essay, and a literary critique.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

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