

Standards Key:

L: Language Standards for Foundational Skills / CC 1.1*

RI: Reading Standards for Informational Text / CC 1.2

RL: Reading Standards for Literature / CC 1.3

W: Writing Standards / CC 1.4

SL: Speaking and Listening Standards / CC1.5

RST: Reading Standards for Literacy in Science and Technical Subjects / CC 3.5

WHST: Writing Standards for Literacy in History, Science, and Technical Subjects / CC 3.6

RH: Reading Standards for Literacy in History/Social Studies / CC 8.5

*Is explicitly taught to English Learners in all grade levels, not just K-5

<p>Grade, Subject: English Language Development; grades 9 - 12 Building Bridges: Developing to Bridging</p>	
<p>Strand (Unit): Building Bridges Introduction</p>	<p>Length/Duration of Unit: 7-8 weeks</p>
<p>Big Idea: Content Area Overview</p>	<p>Key words, academic words, literary words Directions (turn left/right, go straight, next to, between, across from), nonfiction, main idea, details, fiction, characters, plot, setting, folktale, writing process, prewrite, draft, revise, edit, publish, compass rose, timelines, states of matter, water cycle; producers, consumers, decomposers, food chain, ecosystem, math operations, fractions, decimals, percents, diagram, physical fitness, calorie, bar graph, food pyramid</p>
<p>PA Content Standards: (Key at the bottom of this document) For grades 9-12: <ul style="list-style-type: none"> ● Teaching the standards: RI1:Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI2:Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI4:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL1 Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL2 Determine a theme or central idea of a text and analyze</p>	<p>ELD Standards</p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 3 - Math ● 4 - Science ● 5 - Social Studies <p>For grades 9-12: <ul style="list-style-type: none"> ● Practicing the standards: L4:Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. RI1:Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. SL6:Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

<p>its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL3 Analyze the impact of an author’s choices regarding how to develop and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed)</p> <p>RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>W3:Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5:With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.</p> <p>RST1:Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RH4:Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH7:Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>RH7:Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
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<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do you talk about time, shapes, places, and things in the school? ● How do you read and use visual text features? ● How do you use math skills to solve equations and word problems? 	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Say the letters of the alphabet, identify capital and lowercase letters in their names ● Use cardinal and ordinal numbers ● Say days of week, months, colors, shapes, classroom objects ● Use a web to identify the main idea and details in a nonfiction paragraph ● Identify the characters, plot, and setting of a brief folktale ● Study the five-step writing process then apply it to write a folktale ● Learn to use a compass rose to find locations on a map ● Read a social studies passage, then make a
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	<p>timeline to organize and remember text details</p> <ul style="list-style-type: none"> ● Build basic science vocabulary by reading about matter and the water cycle, then using the vocabulary to complete sentences ● Study symbols used in basic mathematical operations, then apply the symbols to solve simple math problems, including word problems ● Use a diagram of the human body to answer questions ● Use a diagram to complete a chart
<p><u>Scope and Sequence:</u> Link to document</p>	<p>Adaptations/Modifications: “Leveled Support” See teacher text pages T14, T15 (cooperative grouping scaffolding and reading strategy), T22 for leveled support</p>
<p><u>Assessments:</u></p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <p>Authentic Assessment: Write a folktale that contains characters, a plot, and a setting</p>	<p><u>Resources:</u></p> <p>Text: Wiley, Kaye. <i>Pearson Longman Keystone Building Bridges</i>. Pearson Education Inc., 2013. Pages 2 - 35</p> <p>Quizlet flashcards with photos linked below:</p> <p>Number, letters, days and months</p> <p>Colors and Shapes</p> <p>Classroom objects</p> <p>Directions</p> <p>Language Arts Review 1</p> <p>Language Arts Review 2</p> <p>Social Studies</p> <p>Science</p> <p>Math</p> <p>Health and Fitness</p>

<p>Grade, Subject: English Language Development; grades 9 - 12 Building Bridges: Developing to Bridging</p>	
<p>Strand (Unit): Building Bridges Unit 1</p>	<p>Length/Duration of Unit: Reading 1: 2-3 weeks Reading 2: 5-6 weeks Reading 3: 7-8 weeks, including review and unit test</p>
<p>Big Idea: Journeys</p>	<p>Key words, academic words, literary words: buffalo, camel, desert, herd, nomad, tent, preview, journey, Bedouins, plains, yurt, shelter, folktale, daughter, earring, jewel, nephew, princess, uncle, welcomed, draw a conclusion, curious, interrupt, birthstone, articles (a, an, the), journal entry, camel corps, synonyms, antonyms, text structures (compare, contrast, time order), supplies, disappeared, genre (letter, email, editorial)</p>
<p>PA Content Standards: For grades 9-12:</p> <ul style="list-style-type: none"> ● Teaching the standards: <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RI1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text</p> <p>RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>ELD Standards</p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 4 - Science ● 5 - Social Studies <p>PA Content Standards: For grades 9-12:</p> <ul style="list-style-type: none"> ● Practicing the standards: <p>L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently. RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues,</p>

RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem

RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently.

RL1 Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently

W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RH1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH2: Determine the central ideas or information of a primary

building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

<p>or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH4:Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH10:By the end of the year read and comprehend history/social studies texts independently and proficiently.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who are nomads and how do they survive? ● What is a folktale and how are they used to teach lessons? ● Why did the US army start a Camel Corps (problem and solution)? 	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Use text features to make predictions about an informational text ● Examine photographs to compare and contrast different kinds of shelters ● Learn a process for making decisions based on information in the text as they read ● Draw conclusions about characters based on behaviors and actions ● Use story illustrations to summarize and draw conclusions about a literary text ● Analyze and discuss a chart, then do research to create an informational project ● Use the articles a, an, the ● Analyze a short model journal entry ● Used timed freewriting to generate a journal entry ● Use synonyms and antonyms to figure out meanings of unfamiliar words ● Draw a conclusion based on facts in an informational text ● Identify ways a text can be organized, including comparison, contrast, and chronologically ● Learn about characteristics of genres and determine which genre to use given different situations
<p>Scope and Sequence: Link to document</p>	<p>Adaptations/Modifications: “Leveled Support” See teacher text pages T35, T40, T42, T46, T50, T56, T60, T62 for leveled support</p>

<p><u>Assessments:</u></p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <p>Reading, Writing, Speaking, Listening authentic assessment tasks:</p> <ul style="list-style-type: none"> ● Using visual cues and titles only, retell the information learned about nomads ● Using your notes, explain how you applied the preview reading strategy to a reading in one of your core content classes ● Persuasive writing: Write a paragraph convincing your cousin that the nomadic lifestyle is better than city life ● Family Letter: Discuss then post what your family discussed about nomadic cultures you are familiar with and/or long journeys you have taken ● Retell: Practice with a partner, then using only visuals from the story, retell the “Jewel in the Sand” folktale ● With partners: Analyze the characters and the culture in the folktale by drawing conclusions and citing the text ● Writing: Create an infographic of an obituary of your birthstone personified ● Identify a writing passage from another class and explain how you applied the reading strategy “Drawing Conclusions” ● Explain how you applied the “Determining Text Structure” reading strategy to a passage from another class ● Select a genre (letter, email, editorial), then complete the steps in the writing process 	<p><u>Resources:</u></p> <p>Text: Wiley, Kaye. <i>Pearson Longman Keystone Building Bridges</i>. Pearson Education Inc., 2013. Pages 36 - 65</p> <p>Quizlet flashcards with photos linked below:</p> <p>Unit 1 Reading 1</p> <p>Unit 1 Reading 2</p> <p>Unit 1 Reading 3</p>
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<p><u>Grade, Subject:</u> English Language Development; grades 9 - 12 Building Bridges: Developing to Bridging</p>	
<p><u>Strand (Unit):</u> Building Bridges Unit 2</p>	<p><u>Length/Duration of Unit:</u> Reading 1: 5 weeks Reading 2: 5 weeks Reading 3: 5 weeks</p>
<p><u>Big Idea:</u> Hidden Forces</p>	<p>Key words, academic words, literary words:</p>

	<p>Reading strategy, visuals, informational articles, main idea and details, sequence of events, legend, Troy/Trojans, attack, enemies, palace, prisoner, soldiers, strong, camped, honored, temple, discover, play, narrator, Poseidon, earthquake, crust, dangerous, destroy, directions, plates, powerful, hard and soft consonant sounds for ‘c’ and ‘g’, model, verb tense (simple past regular and irregular verbs), personal narrative, hidden forces, root, cognate, drilling, transition words, rhetorical device</p>
<p><u>PA Content Standards:</u></p> <p>For grades 9-12:</p> <ul style="list-style-type: none"> ● Teaching the standards: <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RI1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text</p> <p>RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><u>PA Content Standards:</u></p> <p>For grades 9-12:</p> <ul style="list-style-type: none"> ● Practicing the standards: <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text</p> <p>RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently.</p> <p>W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or</p>

RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RST1: Cite specific textual evidence to support analysis of science and technical texts.

RST2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade level texts and topics.

RST9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST10: By the end of the year, read and comprehend science/technical texts independently and proficiently.

performing technical tasks.

RST5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST10: By the end of the year, read and comprehend science/technical texts independently and proficiently.

ELD Standards

- 1- Social and Instructional
- 2 - Language Arts
- 4 - Science

Skills: (SWBAT...):

- Look for spelling patterns using short vowel /a/ and /e/
- Preview an informational text
- Draw conclusions
- Identify text structures
- Retell a Greek legend
- Use articles correctly: a, an, the, zero article
- Use present tense regular verbs
- Use singular and plural nouns
- Write a journal entry

Essential Questions:

- How did the Trojans regain their kidnapped

<p>queen?</p> <ul style="list-style-type: none"> • Where and how do earthquakes occur? • How do you form an opinion from different viewpoints that are presented? 	
<p><u>Scope and Sequence:</u> Link to document</p>	<p>Adaptations/Modifications: “Leveled Support” See teacher text pages T65, T70. T72, T78, T82, T86, T88 for leveled support</p>
<p><u>Assessments:</u></p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <ul style="list-style-type: none"> • Summative writing assessment: Determine the appearance, activities, and special powers of a fictitious god/goddess and write one paragraph, using descriptive language • Summative writing assessment: Using cause/effect and sequence text structures, create a first person narrative about a disaster, storm, or accident • Summative speaking assessment: Present an argument to a targeted audience • Summative speaking assessment: Explain how two visuals from a content area class enhances your understanding of a unit of study <p>Authentic Assessments:</p> <ul style="list-style-type: none"> • Listen to a video about earthquakes and answer questions with some supportive details, then evaluate your level of understanding • Determine problems and solutions in a story • Using visual cues and sequence text structures, retell the story of the Trojan Horse • Use writing scaffolds and a model to write a persuasive essay about a god (most 	<p><u>Resources:</u></p> <p>Text: Wiley, Kaye. <i>Pearson Longman Keystone Building Bridges</i>. Pearson Education Inc., 2013. Pages 66 - 95</p> <p>Quizlet flashcards with photos linked below:</p> <p>Unit 2 Reading 1</p> <p>Unit 2 Reading 2</p> <p>Unit 2 Reading 3</p>

powerful, interesting, important).
 Incorporate imagery and descriptive sentences.

- Present your persuasive argument (most powerful, interesting, or important god/goddess) to the class
- Identify causes and effects in a science text
- Based on articles read in class, describe the causes and effects of a global disaster and conclude with your opinion about actions that should be taken to remedy the situation
- Retell: Using subtitles, key words and visuals, retell the Earthquakes article in your own words
- Write a personal narrative about an unusual event. Then create a narrated presentation in Google Slides. (Potential portfolio project)
- Synthesize information from science articles to debate an opinion about a science topic relevant to Pennsylvanians. Write a persuasive essay with a group of other students in which the introduction and conclusion are written collaboratively and each individual student contributes a paragraph with research citations.

Grade, Subject:
 English Language Development; grades 9 - 12
 Building Bridges: Developing to Bridging

Strand (Unit):
 Building Bridges Unit 3

Big Idea:
 Play Ball!

PA Content Standards:

Length/Duration of Unit:
 Reading 1: 3 weeks
 Reading 2: 6 weeks
 Reading 3: 4 weeks

Key words, academic words, literary words:
 Chronological order, literary nonfiction, biographical narrative, artifact, bounce, explorers, rubber, status, Maya, Olmecs, sap, ruins, ball court, Roberto Clemente, achievements, medicine, opportunity, rescue, supplies, plantation, minor and major league, right field, made fun of, homerun, double, triple, elected, Baseball Hall of Fame, information question, thesaurus, glossary, etymologies, connotation, denotation, literary nonfiction structures (spatial, comparison/contrast, time order), Sonoran Desert, revise, purpose, audience, figurative language, genre

PA Content Standards:

For grades 9-12:

- **Teaching the standards:**

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Use the relationship between particular words to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently.

RL1 Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the

For grades 9-12:

- **Practicing the standards:**

L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

RI1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. developing and refining a key concept.

RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently

W6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH10: By the end of the year read and comprehend history/social studies texts independently and proficiently.

text.

W2:Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W3:Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5:With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W9:Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade level Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

W10:Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SL1:Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL4:Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL6:Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RH1:Cite specific textual evidence to support analysis of primary and secondary sources.

RH2:Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH4:Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH10:By the end of the year read and comprehend history/social studies texts independently and proficiently.

Essential Questions:

- How was the rubber ball invented and by whom?

- How do biographies chronicle achievements?
- How do I use imagery in a personal narrative?

Scope and Sequence: Link to document

Adaptations/Modifications: “Leveled Support”
 See teacher text pages T95, T100, T108, T111, T116, T118, T120, T122 for leveled support

ELD Standards

- 1- Social and Instructional
- 2 - Language Arts
- 5 - Social Studies

Skills (SWBAT...):

- Ask questions about information they don’t understand and use strategies to clarify understanding
- Use text features to retell what they learned
- Analyze what artifacts reveal about their culture
- Analyze a biographical narrative
- Use a timeline to write and plan a biographical narrative
- Revise writing to meet a purpose, address an audience, add figurative language, and follow genre rules

Assessments:

Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)

Reading, Writing, Speaking, Listening authentic assessment tasks:

- Apply the reading strategy ‘Ask Questions’ to an informational social studies text
- Create an infographic about a sport (visual, history, rules)
- Write a well-developed paragraph about an artifact that tells about you by including a topic sentence, transitional text structures, and a concluding sentence
- Using visual cues and sequence text structures, retell the story of the Bouncing Ball
- Write a biographical narrative that includes problem/solution text structures
- Revise the biographical narrative by altering the purpose and audience while providing a nod to the opposition

Resources:

Text: Wiley, Kaye. *Pearson Longman Keystone Building Bridges*. Pearson Education Inc., 2013. Pages 96 - 125

Quizlet flashcards with photos linked below:

Unit 3 Reading 1

Unit 3 Reading 2

Unit 3 Reading 3

<p><u>Grade, Subject:</u> English Language Development; grades 9 - 12</p>	
<p><u>Strand (Unit):</u> Building Bridges Unit 4</p>	<p><u>Length/Duration of Unit:</u> Reading 1: 4 weeks Reading 2: 4 weeks Reading 3: 6 weeks</p>
<p><u>Big Idea:</u> Family Ties</p>	<p><u>Key words, academic words, literary words:</u> Family ties, predict, reread, clever, daughter-in-law, father-in-law, lantern, missed, silently, water buffalo, festival, experiments, generations, inherit, members, traits, single possessive, apostrophe, factors, determine, family tree, adverb, homophone, personal letter, sayings/expressions, substantiated opinion, unsubstantiated opinion, credible evidence, curfew, critique</p>
<p><u>PA Content Standards:</u> For grades 9-12:</p> <ul style="list-style-type: none"> ● Teaching the standards: <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RI1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI3: Analyze a complex set of ideas or sequence of events</p>	<p><u>PA Content Standards:</u> For grades 9-12:</p> <ul style="list-style-type: none"> ● Practicing the standards: <p>L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently.</p> <p>SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>RST5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>

and explain how specific individuals, ideas, or events interact and develop over the course of the text

RI4:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI6:Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI8:Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI9:Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RL1 Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.10.By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently

W4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5:With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL1:Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL6:Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

W1:Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge and distinguish the

RST10:By the end of the year, read and comprehend science/technical texts independently and proficiently.

WHST1:Write arguments focused on discipline-specific content.

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

WHST4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST5:With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST6:Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST7:Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST8:Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST9:Draw evidence from informational texts to support analysis reflection, and research.

<p>claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented,</p> <p>RST1:Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST2:Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST4:Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade level texts and topics.</p> <p>RST8:Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do folktales reflect cultural values? ● What are traits and how are they inherited? ● How do you evaluate opinions for credible evidence? 	
<p>Scope and Sequence: Link to document</p>	<p>Adaptations/Modifications: “Leveled Support” See teacher text pages T130, 132, 138, 140, 146, 148, 152 for leveled support</p> <p>ELD Standards</p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 4 - Science ● 5 - Social Studies <p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Retell a folktale ● Write dialogue using correct punctuation and dialogue tags ● Summarize a science text ● Write a personal letter ● Write a critique

<p><u>Assessments:</u></p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <p>Reading, Writing, Speaking, Listening authentic assessment tasks:</p> <ul style="list-style-type: none"> ● Use sensory details to describe a favorite festival ● Edit writing for conventions errors ● Review an unfamiliar short book and apply the ‘make predictions’ strategy to it using text features and personal background knowledge ● Using visual cues and sequence and problem/solution text structures, retell the folktale “The Clever Daughter-in-Law” and the informational text “Family Traits” ● Edit a personal letter for formatting and run-on sentence errors ● Create a family tree and present the information to the class ● Write a well developed paragraph to compare and contrast yourself with a family member ● With a small group, research a debate topic related to Pennsylvania and write a persuasive essay convincing PA lawmakers to change or maintain current law ● Write a critique evaluating the effectiveness of a speech citing two examples of success and two ways to improve 	<p><u>Resources:</u></p> <p>Text: Wiley, Kaye. <i>Pearson Longman Keystone Building Bridges</i>. Pearson Education Inc., 2013. Pages 126 - 155</p> <p>Quizlet flashcards with photos linked below:</p> <p>Unit 4 Reading 1</p> <p>Unit 4 Reading 2</p> <p>Unit 4 Reading 3</p>
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<p><u>Grade, Subject:</u> English Language Development; grades 9 - 12 Building Bridges: Developing to Bridging</p>	
<p><u>Strand (Unit):</u> Building Bridges Unit 5</p>	<p><u>Length/Duration of Unit:</u> Reading 1: 5 weeks Reading 2: 6-7 weeks Reading 3: 3-4 weeks</p>
<p><u>Big Idea:</u> The Power of Words</p>	<p><u>Key words, academic words, literary words:</u> Cuneiform, grain, reed, symbol, wedges, taking notes (outline, cornell notes), Sumer/Sumerians, products, trade, spelling patterns for long vowels, possessive pronoun, Ghana, folktale,</p>

	<p>coffin, funeral, port, sailor, village, irony, magnificent, hut, kente cloth, pronouns (subject vs. object), prefix, denotation, connotation, main idea, supporting details, author’s purpose, encyclopedia, play, book review, speech, device (repetition, alliteration, allusion), Great Society, edit, draft</p>
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PA Content Standards:
 For grades 9-12:

- **Teaching the standards:**

L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. verbal irony, puns) in context.
 L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 RI1: Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 RI2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
 RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
 RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 RI5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently.

PA Content Standards:
 For grades 9-12:

- **Practicing the standards:**

L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently.
 RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently
 W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
 a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
 RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 RH10: By the end of the year read and comprehend history/social studies texts independently and proficiently.

RL2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.10.By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently

RI1:Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI4:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W2:Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5:With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W7:Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W10:Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SL1:Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL4:Present claims and findings, emphasizing salient points

<p>in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL6:Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>RH1:Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH2:Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH4:Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH10:By the end of the year read and comprehend history/social studies texts independently and proficiently.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why and how did writing first emerge in ancient Sumeria? ● How does irony produce humor? ● What are rhetorical devices and how do they enhance a speech? 	
<p>Scope and Sequence: Link to document</p>	<p>Adaptations/Modifications: “Leveled Support” See teacher text pages T154, T160, T168, T170, T176, T178, T182 for leveled support</p> <p>ELD Standards</p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 5 - Social Studies <p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Use text features to summarize the content of a passage ● Research and present a report on an early form of writing ● Research and present a report on a West African nation ● Apply strategies for recognizing irony in texts ● Identify the lesson of a story ● Use subject and object pronouns correctly ● Learn different note taking methods, then apply a chosen method to organize notes for a social studies report ● Analyze presidential speeches for stylistic devices and author’s purpose ● Edit a draft ● Analyze sentences and correct sentences that lack components of completeness

<p><u>Assessments:</u></p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <p>Reading, Writing, Speaking, Listening authentic assessment tasks:</p> <ul style="list-style-type: none"> ● Apply a chosen note-taking method to reading in another content area class, then use the notes for a speaking assessment to provide an essential question, summary and key supporting details ● Write a well developed paragraph about a symbol ● Write a well developed paragraph about a selected cloth design, using a range of sentence structures ● Compare and contrast presidential speeches for author’s purpose, speech devices, and historical context 	<p><u>Resources:</u></p> <p>Text: Wiley, Kaye. <i>Pearson Longman Keystone Building Bridges</i>. Pearson Education Inc., 2013. Pages 156 - 185</p> <p>Quizlet flashcards with photos linked below:</p> <p>Unit 5 Reading 1</p> <p>Unit 5 Reading 2</p> <p>Unit 5 Reading 3</p>
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<p><u>Grade, Subject:</u></p> <p>English Language Development; grades 9 - 12 Building Bridges: Developing to Bridging</p>	
<p><u>Strand (Unit):</u></p> <p>Building Bridges Unit 6</p>	<p><u>Length/Duration of Unit:</u></p> <p>Reading 1: 3 weeks Reading 2: 3 weeks Reading 3: 5 weeks</p>
<p><u>Big Idea:</u></p> <p>Exploring the Senses</p>	<p><u>Key words, academic words, literary words:</u></p> <p>Animal senses, fable, moral, argue, elephant, gentle, trunk, tusk, blind, make inferences, strange, breeze, imagine, homographs, simile, hive, predators, prey, survive, vision, adapt, communicate, vibration, hunting, location, nectar, sensory images, adjectives, descriptive paragraph, analogy, structure and elements of poetry (diction, understatement, overstatement, irony, sarcasm, paradox), imagery, controlling image, figurative language (simile, metaphor, personification), stanza, structural element (couplet, tercet, quatrain)</p>
<p><u>PA Content Standards:</u></p> <p>For grades 9-12:</p> <ul style="list-style-type: none"> ● Teaching the standards: <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<p><u>PA Content Standards:</u></p> <p>For grades 9-12:</p> <ul style="list-style-type: none"> ● Practicing the standards: <p>L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor</p>

b. Form and use verbs in the active and passive voice.
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d. Recognize and correct inappropriate shifts in verb voice and mood.

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
b. Use an ellipsis to indicate an omission.
c. Spell correctly.

L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. verbal irony, puns) in context.

L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL1 Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently

RI1: Cite textual evidence that most strongly supports an

or the action; expressing uncertainty or describing a state contrary to fact).

L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g. verbal irony, puns) in context.

RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

analysis of what the text says explicitly as well as inferences drawn from the text.

RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RST1: Cite specific textual evidence to support analysis of science and technical texts.

RST2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST10: By the end of the year, read and comprehend science/technical texts independently and proficiently.

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

Essential Questions:

- What are the 5 senses and how do we use our senses?
- How do animals use their senses to

- survive?
- How and why do we incorporate sensory details into our writing?
 - How is a descriptive paragraph similar and how is it different from a poem?

Scope and Sequence: [Link to document](#)

Adaptations/Modifications: “Leveled Support”
See teacher text pages T192, T198, 206, 208, 212 for leveled support

ELD Standards

- 1- Social and Instructional
- 2 - Language Arts
- 4 - Science

Skills (SWBAT...):

- Make inferences
- Find main ideas
- Identify structure and elements of poetry
- Retell a fable
- Summarize a science text
- Use prepositional phrases
- Write compound sentences that show contrast
- Identify and use adjectives
- Write a descriptive paragraph

Assessments:

Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)

Reading, Writing, Speaking, Listening authentic assessment tasks:

- Use a model and criteria from a rubric to produce a written evaluation of a multimedia project
- Use visuals and key vocabulary terms to retell 1) a fable 2) main ideas and details from a science text
- Use a model and graphic organizer to write a descriptive paragraph that incorporates sensory imagery
- Describe the process of writing a poem, analyze your poem (structure, controlling image, examples of figurative language), and compare and contrast writing a poem with writing a descriptive paragraph

Resources:

Text: Wiley, Kaye. *Pearson Longman Keystone Building Bridges*. Pearson Education Inc., 2013. Pages 186 - 215

Quizlet flashcards with photos linked below:

Unit 6 Reading 1

Unit 6 Reading 2

Unit 6 Reading 3

<p>Grade, Subject: English Language Development; grades 9 - 12 Building Bridges: Developing to Bridging</p>	
<p>Strand (Unit): Building Bridges Unit 7</p>	<p>Length/Duration of Unit: Reading 1: 5 weeks Reading 2: 5 weeks Reading 3: 6 weeks</p>
<p>Big Idea: The World of Plants</p>	<p>Key words, academic words, literary words: Absorb, oxygen, pollen, pollination, release, reproduce, root, stem, diagram, cycle, fertile, bless, sow, temper, perch, yonder, classical literature, myth, arrow, bark, bow, crown, forest, visualize, compound subjects, redwood, chorus, irregular comparatives and superlatives, comparative adjectives, venn diagram, Latin and Greek roots, archetype, motif, italics, plot, theme, mood, script</p>
<p>PA Content Standards: For grades 9-12:</p> <ul style="list-style-type: none"> ● Teaching the standards: <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly. <p>L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> c. Consult general and specialized reference materials (e.g., 	<p>PA Content Standards: For grades 9-12:</p> <ul style="list-style-type: none"> ● Practicing the standards: <p>L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <p>L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. <p>L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently.</p> <p>RL1 Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL3 Analyze the impact of an author's choices regarding how to develop</p>

dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI1:Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI3:Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

RI4:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL1 Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL7. Analyze multiple interpretations of a story, drama, or poem (e.g., filmed or live production of a story or drama) evaluating how each version interprets the source

RL.10.By the end of the year, read and comprehend literature, including stories, dramas, and poems independently and proficiently

RL8.Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

RST1:Cite specific textual evidence to support analysis of science and technical texts.

RST2:Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST4:Determine the meaning of symbols, key terms, and

and relate elements of a story or drama (e.g., setting, how the action is ordered, how the characters are introduced and developed)

RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

SL1:Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL2:Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL6:Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RST5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST6:Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST7:Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST10:By the end of the year, read and comprehend science/technical texts independently and proficiently.

other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grade level texts and topics.

RST10:By the end of the year, read and comprehend science/technical texts independently and proficiently.

SL1:Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

WHST2:Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5:With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W10:Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why do we need plants? ● What is the life cycle of a plant? ● How do plants get energy? ● How does a Greek myth explain how the laurel tree came to be? ● How do humans connect to the natural world? 	
<p>Scope and Sequence: Link to document</p>	<p>Adaptations/Modifications: “Leveled Support” See teacher text pages T220, T222, T226, T236, T240, T242 for leveled support</p> <p>ELD Standards</p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 4 - Science <p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Analyze and spell final and medial -tion words, words with diphthongs ● Use diagrams and visualize while reading ● Identify and explain archetypes and motifs used in literature and other media ● Summarize a science text ● Retell a myth ● Sing a folk song ● Use imperatives, dates, dialogues, subject-verb agreement, and simple present tense when writing ● Write a comparison ● Write a script for a short play
<p>Assessments:</p> <p>Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)</p> <p>Reading, Writing, Speaking, Listening authentic assessment tasks:</p> <ul style="list-style-type: none"> ● Self evaluate listening comprehension of an informational video ● Use metacognition to explain how a diagram from another content area class can be used to understand a key concept in the curriculum ● Synthesize information from a science 	<p>Resources:</p> <p>Text: Wiley, Kaye. <i>Pearson Longman Keystone Building Bridges</i>. Pearson Education Inc., 2013. Pages 216 - 245</p> <p>Quizlet flashcards with photos linked below:</p> <p>Unit 7 Reading 1</p> <p>Unit 7 Reading 2</p> <p>Unit 7 Reading 3</p>

<p>informational text with information contained in a selected visual to explain a biological process involving plants</p> <ul style="list-style-type: none"> ● Use a model and graphic organizer to write a well developed paragraph analyzing a song ● Retell a Greek myth ● Write a well developed paragraph about a tree ● Analyze literature and one other media source for a literary element (archetype, motif, theme, mood) ● Tell the plot of a story, including key ideas from the exposition, rising action, climax, falling action, and resolution 	
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<p><u>Grade, Subject:</u> English Language Development; grades 9 - 12 Building Bridges: Developing to Bridging</p>	
<p><u>Strand (Unit):</u> Building Bridges Unit 8</p>	<p><u>Length/Duration of Unit:</u> Reading 1 and 2: 5-6 weeks Reading 3 and 4: 3 weeks Reading 5: 5-6 weeks</p>
<p><u>Big Idea:</u> Wings</p>	<p><u>Key words, academic words, literary words:</u> Summarize, author’s purpose, figurative language, procedural texts, genres, encouraged, famous, publisher, thrilling, toured, discrimination, license, prejudice, biplane, inspired, tailspin, pilot, raven, ebony, copper, shimmering, whisper, pines, memories, imperatives, broken, grabbed, leaped, sooth, wounded, struggled, carrier pigeon, czar, badge, punched, sobbing, dialogue, surrounded, battalion, subject-verb agreement, review (of a book, story, movie, show), cursive writing, outline format, foreign words, diverged, fiction, plot diagram (introduction, conflict, climax, falling action, resolution), flashback, point of view (first-person, third-person), writer’s tools (action, dialogue, inner thoughts, character foils), short story</p>
<p><u>PA Content Standards:</u> For grades 9-12: ● Teaching the standards: L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative,</p>	<p><u>PA Content Standards:</u> For grades 9-12: ● Practicing the standards: L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). L4: Determine or clarify the meaning of unknown and multiple-meaning</p>

interrogative, conditional, and subjunctive mood.

d. Recognize and correct inappropriate shifts in verb voice and mood.

L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

b. Use an ellipsis to indicate an omission.

c. Spell correctly.

L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L4:Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RH1:Cite specific textual evidence to support analysis of primary and secondary sources.

RH2:Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH4:Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5:Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH10:By the end of the year read and comprehend history/social studies texts independently and proficiently.

RI1:Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI3:Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text

RI4:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or

words or phrases based on grade level reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

RH7:Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH10:By the end of the year read and comprehend history/social studies texts independently and proficiently.

RI10: By the end of the year, read and comprehend literary nonfiction independently and proficiently.

SL1:Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL2:Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL6:Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

W2:Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information

through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information

into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5:With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W10:Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

allusions to other texts.

R15: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

R110: By the end of the year, read and comprehend literary nonfiction independently and proficiently.

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context

and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade level Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Essential Questions:

- How does flying create a sense of freedom?
- How do you use chronological events to write a report?
- How does the flight of birds in a poem symbolize the vastness and freedom of the

- sky?
- How does understanding historical context enhance comprehension of a short story?
- How do you read and evaluate procedural text?

Scope and Sequence: Link to document

Adaptations/Modifications: “Leveled Support”
 See teacher text pages T250, 252, 255, T258, T262, T268, T270, T274, T278, T280, T282, T286, T288 for leveled support

ELD Standards

- 1- Social and Instructional
- 2 - Language Arts
- 5 - Social Studies

Skills (SWBAT...):

- Word Study: identify number of syllables in a word; identify and spell the initial, medial, and final schwa, oo in look and oo in food; spell words with double consonants
- Summarize a text
- Understand the author’s purpose
- Apply reading strategies: figurative language, procedural texts, genres
- Tell a story
- Write a short story

Assessments:
 Standards-aligned chapter and unit assessments from Pearson Longman Keystone program (reading, writing, speaking, listening)

Reading, Writing, Speaking, Listening authentic assessment tasks:

- Summarize an informational text in your own words by reducing to main ideas
- Write a report about a pilot, citing information implicit in reference materials to draw a conclusion about a famous pilot’s personality
- Given two short passages: explain the moral of the fable; explain the author’s purpose, citing the text; discuss characters using explicit and implicit information
- Compare and contrast the heroic actions of characters in this unit and how these actions relate to freedom

Resources:

Text: Wiley, Kaye. *Pearson Longman Keystone Building Bridges*. Pearson Education Inc., 2013. Pages 246 - 291

Quizlet flashcards with photos linked below:

- Unit 8 Reading 1 and 2
- Unit 8 Reading 3 and 4
- Unit 8 Reading 5