

**Elizabethtown Area School District**  
**Scope & Sequence - Quick Reference**



**Department:** English Language Development

**Course (s):** Building Bridges: English / Foundations of Language and Development

**Grade Level(s):** 9-12 for English Learners developing to bridging, including Long Term ELs

**Curriculum:** Pearson Longman Building Bridges, Pearson Learning System  
Chamot, Anna Uhl, et al. *Longman Keys to Learning*. Pearson Longman, 2013.

English Learners enrolled in this class receive individualized instruction based on their proficiency level in additional programs, including but not limited to: Rosetta Stone, Lexia Core 5 or Power Up, and Raz-kids

<i>Unit Title</i>	<i>General Topic(s)</i>	<i>Pacing</i>
Getting Started: Building background in the content areas	<ul style="list-style-type: none"> <li>● Pretest</li> <li>● Numbers and Letters</li> <li>● Days and Months</li> <li>● Colors and Shapes</li> <li>● Directions</li> <li>● Classroom Objects</li> <li>● Language Arts               <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Writing</li> </ul> </li> <li>● Social Studies               <ul style="list-style-type: none"> <li>○ Maps</li> <li>○ Timelines</li> </ul> </li> <li>● Science               <ul style="list-style-type: none"> <li>○ Matter</li> <li>○ Ecosystems</li> </ul> </li> <li>● Mathematics               <ul style="list-style-type: none"> <li>○ Operations and Word Problems</li> <li>○ Fractions, Decimals, and Percents</li> </ul> </li> <li>● Health and Fitness               <ul style="list-style-type: none"> <li>○ Your Body</li> </ul> </li> </ul>	7-8 weeks

	<ul style="list-style-type: none"> <li>○ Keeping Healthy</li> </ul>	
1 Journeys	<ul style="list-style-type: none"> <li>● Reading 1 “Nomads”: Informational Text <ul style="list-style-type: none"> <li>○ Word Study: consonants, short vowels /a/ and /e/, spelling patterns; hard and soft ‘c’</li> <li>○ Reading Strategy: Using text features to preview informational text; taking notes</li> <li>○ Listening and Speaking: Use text features to retell topics about nomads with a partner</li> <li>○ Grammar: Writing sentences; punctuation</li> <li>○ Writing Extension: Different Kinds of Shelters</li> </ul> </li> <li>● Reading 2: “Jewel in the Sand”: Folktale <ul style="list-style-type: none"> <li>○ Word Study: synonyms, antonyms, connotations</li> <li>○ Reading Strategy: Draw Conclusions; Characterization</li> <li>○ Listening and Speaking:</li> <li>○ Grammar: singular and plural nouns; articles (an, an, the)</li> <li>○ Writing: Write a journal entry; Freewriting</li> <li>○ Extension: Birthstone Project</li> </ul> </li> <li>● Reading 3: “The US Camel Corps”: Informational Text <ul style="list-style-type: none"> <li>○ Word Study: synonyms and antonyms; shades of meaning</li> <li>○ Reading Strategy: Draw Conclusions; Analyze text to determine author’s purpose and text structures</li> <li>○ Writing: Select writing genre to match selected purpose: letter, email or editorial</li> </ul> </li> </ul>	<p>Reading 1: 2-3 weeks</p> <p>Reading 2: 5-6 weeks</p> <p>Reading 3: 7-8 weeks, including review and unit test</p>
2 Hidden Forces	<ul style="list-style-type: none"> <li>● Reading 1: “The Trojan Horse”: Legend <ul style="list-style-type: none"> <li>○ Word Study: compound words</li> <li>○ Reading Strategy: Identify problems and solutions</li> <li>○ Listening and Speaking: Retell a legend; Trojan Horse Play</li> <li>○ Writing: Writing descriptive sentences</li> <li>○ Extension: Persuasive Essay: Greek gods and goddesses</li> </ul> </li> <li>● Reading 2: “Earthquakes”: Science Informational Text <ul style="list-style-type: none"> <li>○ Word Study: hard and soft ‘c’ and ‘g’</li> </ul> </li> </ul>	<p>Reading 1: 5 weeks</p> <p>Reading 2: 5 weeks</p> <p>Reading 3: 5 weeks</p>

	<ul style="list-style-type: none"> <li>○ Reading Strategy: Identify causes and effects</li> <li>○ Listening and Speaking: Retell causes and effects of earthquakes</li> <li>○ Grammar: simple past tense: regular and irregular verbs</li> <li>○ Writing: Write a personal narrative</li> <li>○ Extension: Analyze the effectiveness of an earthquake model</li> <li>● Reading 3: “Oil Drilling and Earthquakes”: Science Informational Text <ul style="list-style-type: none"> <li>○ Word Study: Greek and Latin roots and cognates</li> <li>○ Reading Strategy: Using visuals in informational text; main ideas and details</li> <li>○ Listening and Speaking: use visuals from another class to explain main ideas and details of a unit of study</li> <li>○ Grammar: elements of a simple sentence: subjects and predicates</li> <li>○ Writing: Write a research-based science essay</li> </ul> </li> </ul>	
3 Play Ball!	<ul style="list-style-type: none"> <li>● Reading 1: “The Bouncing Ball”: Social science informational text <ul style="list-style-type: none"> <li>○ Word Study: Use informational questions to actively read/take notes; vowel sounds and syllables</li> <li>○ Reading Strategy: Ask Questions</li> <li>○ Listening and Speaking: Use headings and pictures to retell the history of the bouncing ball</li> <li>○ Grammar: Subject-verb agreement in informational questions and answers</li> <li>○ Writing: Writing questions and answers/writing conventions</li> <li>○ Extension: Analyze what artifacts reveal about culture</li> </ul> </li> <li>● Reading 2: “Roberto Clemente”: Biography <ul style="list-style-type: none"> <li>○ Word Study: Long vowels with signal ‘e’/CVC-e spelling patterns</li> <li>○ Reading Strategy: Understand Chronological Order</li> <li>○ Listening and Speaking: “Roberto Clemente: A Play”</li> </ul> </li> </ul>	Reading 1: 3 weeks Reading 2: 6 weeks Reading 3: 4 weeks

	<ul style="list-style-type: none"> <li>○ Grammar: Asking informational questions</li> <li>○ Writing: Write a biographical narrative</li> <li>○ Extension: Research another sport or game</li> <li>● Reading 3: “My Life in the Desert”: Personal Essay <ul style="list-style-type: none"> <li>○ Word Study: Find word meaning and etymologies, then use them to explore word connotations and denotations</li> <li>○ Reading Strategy: Understand Literary Nonfiction</li> <li>○ Listening and Speaking:</li> <li>○ Writing: Revising literary nonfiction writing; using sensory details</li> </ul> </li> </ul>	
4 Family Ties	<ul style="list-style-type: none"> <li>● Reading 1: “The Clever Daughter-in-Law”: Folktale <ul style="list-style-type: none"> <li>○ Word Study: writing quotations in conversations</li> <li>○ Reading Strategy: Predict</li> <li>○ Listening and Speaking: Retell a folktale; “The Clever Daughter-in-Law: A Play”</li> <li>○ Grammar: Focus on parts of speech: nouns, adjectives, verbs</li> <li>○ Writing: Festival project: using sensory details</li> <li>○ Extension: Chinese Lantern Festival, talk about a special festival in your home country</li> </ul> </li> <li>● Reading 2: “Family Traits”: Science Informational Text <ul style="list-style-type: none"> <li>○ Word Study: Homophones</li> <li>○ Reading Strategy: Reread</li> <li>○ Listening and Speaking: summarize a science text</li> <li>○ Grammar: Single possessives with apostrophes; Adverbs</li> <li>○ Writing: Write a personal letter</li> <li>○ Extension: Create and explain your family tree</li> </ul> </li> <li>● Reading 3: “Daytime Curfew”: Social Studies Informational Text <ul style="list-style-type: none"> <li>○ Word Study: Common sayings and expressions</li> <li>○ Reading Strategy: Identify opinions and evidence</li> <li>○ Listening and Speaking: Debate a topic</li> <li>○ Writing: Write a Critique; Use feedback to revise writing</li> <li>○ Extension: Critique a selected Ted Talk based on the theme of family</li> </ul> </li> </ul>	Reading 1: 4 weeks Reading 2: 4 weeks Reading 3: 6 weeks

<p>5 The Power of Words</p>	<ul style="list-style-type: none"> <li>● Reading 1: “Early Writing”: Social Studies Informational Text <ul style="list-style-type: none"> <li>○ Word Study: Phonics: long vowel sounds and spelling patterns; using articles with nouns</li> <li>○ Reading Strategy: Take Notes</li> <li>○ Listening and Speaking: Present information on selected ancient language</li> <li>○ Writing: Write details in outlines to organize notes</li> <li>○ Extension: Other Early Writing</li> </ul> </li> <li>● Reading 2: “The Great Minu”: Folktale <ul style="list-style-type: none"> <li>○ Word Study: prefixes un-, re-</li> <li>○ Reading Strategy: Understand Irony</li> <li>○ Listening and Speaking: “The Great Minu: A Play”; Present kente cloth design</li> <li>○ Grammar: possessive pronouns; subject and object pronouns</li> <li>○ Writing: Write notes for a report; make a subtopic web then write a report about an African nation</li> <li>○ Extension: Kente Cloth</li> </ul> </li> <li>● Reading 3: “The Great Society”: Social Studies: Excerpt of a presidential speech <ul style="list-style-type: none"> <li>○ Word Study: connotation; language devices used in speeches</li> <li>○ Reading Strategy: Main ideas and details; author’s purpose; speeches</li> <li>○ Writing: Edit a draft; editing</li> <li>○ Extension: Text-dependent analysis of a historical topic and opposing viewpoints</li> </ul> </li> </ul>	<p>Reading 1: 5 weeks  Reading 2: 6-7 weeks  Reading 3: 3-4 weeks</p>
<p>6 Exploring the Senses</p>	<ul style="list-style-type: none"> <li>● Reading 1: “The Blind Men and the Elephant”: A fable <ul style="list-style-type: none"> <li>○ Word Study: homographs</li> <li>○ Reading Strategy: Make Inferences</li> <li>○ Listening and Speaking: Use picture in the text to retell the story, then identify the moral of the fable</li> <li>○ Writing: Poems with rhyming words</li> <li>○ Extension: Read a poem and identify the use of similes</li> </ul> </li> <li>● Reading 2: “Animal Senses”: Science informational text</li> </ul>	<p>Reading 1: 3 weeks  Reading 2: 3 weeks  Reading 3: 5 weeks</p>

	<ul style="list-style-type: none"> <li>○ Word Study: Adding -ing, -ed, -s, and -es to base words; spelling patterns with ar, er, ir, or, ur</li> <li>○ Reading Strategy: Identify the main idea</li> <li>○ Listening and Speaking: Use headings and pictures to summarize the article’s content, then identify facts from the reading</li> <li>○ Grammar: adjectives</li> <li>○ Writing: Write a descriptive paragraph</li> <li>○ Extension: Describe the sensory imagery used in a poem</li> <li>● Reading 3: “Tiny Giant”: A Poem <ul style="list-style-type: none"> <li>○ Word Study: analogies; elements of poetry; poetic structure</li> <li>○ Reading Strategy: Structure and elements of poetry</li> <li>○ Listening and Speaking: present a poem</li> <li>○ Writing: Plan and write a poem using various literary elements</li> </ul> </li> </ul>	
7 The World of Plants	<ul style="list-style-type: none"> <li>● Reading 1: “Amazing Plants”: <ul style="list-style-type: none"> <li>○ Word Study: final and medial -tion</li> <li>○ Reading Strategy: Use diagrams</li> <li>○ Listening and Speaking: use subheads in text to summarize the article, then evaluate a diagram</li> <li>○ Writing: Similes</li> <li>○ Extension: Folk Song</li> </ul> </li> <li>● Reading 2: “Apollo and Daphne”: A myth <ul style="list-style-type: none"> <li>○ Word Study: sentences with compound subjects</li> <li>○ Reading Strategy: Visualize people, places, and events</li> <li>○ Listening and Speaking: “Apollo and Daphne: A Play”; use illustrations in a story to retell a story, then draw an illustration to accompany the story in a presentation</li> <li>○ Grammar: comparative form of adjectives</li> <li>○ Writing: Write a comparison using a Venn diagram</li> <li>○ Extension: Song</li> </ul> </li> <li>● Reading 3: “The Horse’s Friend”: <ul style="list-style-type: none"> <li>○ Word Study: word analysis (prefix, root, suffix), archetypes</li> </ul> </li> </ul>	Reading 1: 5 weeks Reading 2: 5 weeks Reading 3: 6 weeks

	<ul style="list-style-type: none"> <li>○ Reading Strategy:</li> <li>○ Listening and Speaking:</li> <li>○ Grammar: Use of italics</li> <li>○ Writing: Using motifs, Plan theme and mood; Write a script</li> </ul>	
8 Wings	<ul style="list-style-type: none"> <li>● Reading 1 and 2: “Bessie Colman” and “This Big Sky”: Social studies informational text and poem <ul style="list-style-type: none"> <li>○ Word Study: Phonics: ‘oo’ as in look and ‘oo’ as in food</li> <li>○ Reading Strategy: summarize</li> <li>○ Listening and Speaking: Tell a story</li> <li>○ Grammar: imperatives</li> <li>○ Writing: Write instructions</li> <li>○ Extension: Research other famous pilots</li> </ul> </li> <li>● Reading 3 and 4: “Aaron’s Gift” and “Cher Ami”: Short story and social studies informational text <ul style="list-style-type: none"> <li>○ Word Study: Dialogue and quotation marks</li> <li>○ Reading Strategy: Understand an author’s purpose</li> <li>○ Listening and Speaking:</li> <li>○ Grammar: Subject-verb agreement: simple present</li> <li>○ Writing: Use an outline to plan then write a review</li> <li>○ Extension:</li> </ul> </li> <li>● Reading 5: “The Goat and the Bee”: short story <ul style="list-style-type: none"> <li>○ Word Study: common foreign words and phrases</li> <li>○ Reading Strategy: Figurative language in literature; procedural text; compare genres; study plot and narrative points of view; problem and solution</li> <li>○ Writing: Plan plot and character development, then write a short story</li> </ul> </li> </ul>	<p>Reading 1 and 2: 5-6 weeks  Reading 3 and 4: 3 weeks  Reading 5: 5-6 weeks</p>