

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 Keystone A: Expanding to Bridging</p>	
<p>Strand (Unit): Unit 1</p>	<p>Length/Duration of Unit: Reading 1: 3 weeks Reading 2: 2-3 weeks Reading 3: 3 weeks Reading 4: 5 weeks, including unit workshops</p>
<p>Big Idea: Can all mysteries be solved?</p>	<p>Key words, academic words, literary words 1: archaeologist, clue, creature, disappear, fantasy, sacred, accurate, create, evidence, survive, preview 2: idiom, pun, aware, intelligent, motive, pursue, compound noun, draw conclusions 3: architecture, gradual, infinity, numeral, spiral, steep, constant, illustrate, sequence, unique 4: character character traits, plot, identity, individual, occur, physical, theory, prefix, predict</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: 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. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. 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 </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>PA Content Standards:</p> <ul style="list-style-type: none"> ● Practicing 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.

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.

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.

RH3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH8: Distinguish among fact, opinion, and reasoned judgment in a text.

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)

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.

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.

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

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.

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.

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.

RH3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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.

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.

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.

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.

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)

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.

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 text

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

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.

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

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.

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.

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.

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

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.

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

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

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.

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.

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

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

<p>characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</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 purpose and audience have been addressed.</p> <p>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.</p> <p>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.</p> <p>W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is mysterious about Stonehenge, the Loch Ness monster, Big Foot, the Sphinx and Easter Island? ● What clues do the detectives use to solve crimes? ● Do you think that fictional mysteries are easier or harder to solve than real-life mysteries? ● What is the Fibonacci sequence and how was it developed? ● What are some theories that might explain an unsolved mystery? 	<p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Describe a place using spatial order, an event using chronological order, an object using sensory details, and a character using physical and character traits ● Write a descriptive essay
<p>Scope and Sequence: Link to document</p>	<p>Adaptations/Modifications: “Leveled Support” See teacher text pages T4, T8, T14, T20, T24, T30, T36, T40, T44, T50, T54, T58, T72</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:</p> <ul style="list-style-type: none"> • Write a descriptive essay 	<p><u>Resources:</u></p> <p>Text: Chamot et al. <i>Pearson Longman Keystone A. Pearson Education Inc., 2013. Pages 2 - 75</i></p>
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<p><u>Grade, Subject:</u></p> <p>English Language Development; grades 9 - 12 Keystone A: Developing to Bridging</p>	
<p><u>Strand (Unit):</u> Unit 2</p>	<p><u>Length/Duration of Unit:</u></p> <p>Reading 1: 3 weeks Reading 2: 3 weeks Reading 3 and 4: 4 weeks Reading 5: 7 weeks including review and unit test</p>
<p><u>Big Idea:</u></p> <p>How does growing up change us?</p>	<p><u>Key words, academic words, literary words:</u></p> <p>1: imagery, sensory details, cycle, dramatic, percent, project, prefixes, predict 2: dialogue, setting, assist, bond, conflict, process, suffixes, visualize 3: average, conversion, height, length, rate, weight, benefit, category, enormous, percent 4: narrator, point of view, affect, document, effect, perspective, historical context</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. 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>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</p>	<p><u>ELD Standards</u></p> <ul style="list-style-type: none"> • 1- Social and Instructional • 2 - Language Arts • 4 - Science • 5 - Social Studies <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>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</p>

word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

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)

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.

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.

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 text

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

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).

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

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.

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.

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.

RI7:Integrate and evaluate multiple sources of information

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

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.

RH6:Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

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.

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.

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.

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

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

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.

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.

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

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

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>WHST4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST 5: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.</p> <p>WHST 7: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.</p> <p>WHST 8: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.</p>	
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● What were the lives of children like in ancient Greece, ancient Rome, and ancient Maya culture? ● How did children work and play in ancient cultures? ● How were the expectations for boys the same or different than the expectations for girls? ● How might creating something make an unhappy person feel better? ● How can places feel like ‘part of you’? ● How is growing up different for plants and animals than it is for human beings? ● What benefits can children gain from living with different generations? ● How do memories change the way you think or feel about something today? ● How would a story change if it was told from the perspective of a different character? 	<p><u>Skills (SWBAT...):</u></p> <ul style="list-style-type: none"> ● Write a friendly letter ● Write about a character and setting ● Write a story from a different point of view ● Write a personal narrative ● Write a short story ● Tell a memorable sequence of events in time order, using correct letter format ● Focus on a point of view and the effects a shift in perspective has on a narrative ● Use chronological order and concrete details ● Show why an experience or situation was memorable ● Retell an informational text ● Retell a realistic fiction story ● Retell a folk tale ● Retell an oral narrative
<p><u>Scope and Sequence: Link to document</u></p>	<p><u>Adaptations/Modifications: “Leveled Support”</u> See teacher text pages T78, T82, T88, T94, T98, T104, T110, T114, T124, T128, T134, T148</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"> • Write a personal narrative • Write a short story 	<p><u>Resources:</u></p> <p>Text: Chamot et al. <i>Pearson Longman Keystone A</i>. Pearson Education Inc., 2013. Pages 76-151</p>
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<p><u>Grade, Subject:</u></p> <p>English Language Development; grades 9 - 12 Keystone A: Developing to Bridging</p>	
<p><u>Strand (Unit):</u></p> <p>Unit 3: Helping Others</p>	<p><u>Length/Duration of Unit:</u></p> <p>Reading 1: 3-4 weeks Reading 2: 3 weeks Reading 3: 3-4 weeks Reading 4: 6 weeks, including unit workshops and exam</p>
<p><u>Big Idea:</u></p> <p>How does helping others help us all?</p>	<p><u>Key words, academic words, literary words:</u></p> <p>1: dialect, mood, suspense, communicate, period, precise, apostrophe, inference 2: assassinate, extraordinary, founder, resistance, superintendent, tolerance, achieve, alter, impact, role 3. Figure of speech, hyperbole, consist, establish, method, stress, synonym, antonym, distinguish fact from fiction 4: arrangement, cooperate, damage, gigantic, intruder, tsunami, attitude, comment, concept, rely, Greek and Latin roots</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. L2:Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use an ellipsis to indicate an omission. 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. to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><u>ELD Standards</u></p> <ul style="list-style-type: none"> • 1- Social and Instructional • 2 - Language Arts • 4 - Science • 5 - Social Studies <p><u>PA Content Standards:</u></p> <p>For grades 9-12:</p> <ul style="list-style-type: none"> • Practicing the standards: <p>L1:Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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 L4:Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level reading and content, choosing</p>

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.

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)

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.

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.

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

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.

RH8: Distinguish among fact, opinion, and reasoned judgment in a text.

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.

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

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.

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

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

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

RH6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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.

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

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.

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.

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.

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

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.

Skills: (SWBAT...):

- Give an opinion and a recommendation supported by reasons and examples from the book
- Ask a question followed by a persuasive answer

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.

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.

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.

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 claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

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

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.

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 and shorter time frames for a range of discipline-specific tasks,

- Present both sides of an issue; use the first person and a diary format
- Write a topic sentence, examine the topic against a set of standards; make a judgment that is supported by examples
- Write a book review
- Write a persuasive paragraph
- Write a diary entry
- Write a critical evaluation
- Write a persuasive speech
- Retell an informational text
- Retell a short story

purposes, and audiences

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.

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.

WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions:

- How does it feel to help and be helped?
- How does a writer create suspense?
- Does it help to try to put yourself in someone else’s shoes? Why/why not?
- Who are heroes and how are they heroic?
- What motivates certain people to spend their lives helping others?
- How could keeping a diary help someone through a difficult time? How can it help others?
- Why and how do animals help each other?
- How can animals and people help each other?

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

Adaptations/Modifications: “Leveled Support”
 See teacher text pages T154, T158, T164, T170, T174, T178, T184, T188, T194, T200, T205, T208, T222

Assessments:

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

Authentic Assessments:

- Write a diary entry
- Write a critical evaluation
- Write a persuasive speech

Resources:

Text: Chamot et al. *Pearson Longman Keystone A.* Pearson Education Inc., 2013. Pages 152-225

<p>Grade, Subject: English Language Development; grades 9 - 12 Keystone A: Developing to Bridging</p>	
<p>Strand (Unit): Unit 4: Winning and Losing</p>	<p>Length/Duration of Unit: Reading 1: 5 weeks Reading 2: 3 weeks Reading 3: 3-4 weeks Reading 4: 6-7 weeks, including unit workshops and exam</p>
<p>Big Idea: What do we learn through winning and losing?</p>	<p>Key words, academic words, literary words: 1: rhythm, repetition, rhyme scheme, brief, device, final, respond, sphere, structure 2: conservationist, destruction, extinct, habitat, ornithology, predator, environment, estimate, factor, statistic, homophone 3: fable, moral, personification, myth, define, instruct, objective, style; r-controlled vowels, author's purpose 4: cancer, chemotherapy, cycling, grueling, prestigious, triathlon, element, focus, positive, require, multiple-meaning word</p>
<p>PA Content Standards: For grades 9-12:</p> <ul style="list-style-type: none"> ● 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. b. Use an ellipsis to indicate an omission. 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. 	<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: 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. b. Use the relationship between particular words to better understand each of the words. 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 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.

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.

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)

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.

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.

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

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.

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.

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.

RH4:Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains

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.

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.

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.

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

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.

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.

related to history/social studies.

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

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.

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 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.

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").

W10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

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.

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.

Essential Questions:

- How does the feeling of loss change depending on what is lost?
- What can we learn about winning and losing from poems?
- What causes a species to die out? How would this affect other animals, including humans?
- What can ancient stories teach us about winning and losing?
- Why do you think that winning and losing are often themes in traditional stories, such as myths and fables?
- What are some traits that athletes need to win?
- What can we learn from ways that people deal with winning and losing?

<p>Scope and Sequence: Link to document</p>	<p>Adaptations/Modifications: “Leveled Support” See teacher text pages T228, T232, T238, T244, T248, T252, T258, T262, T266, T272, T276, T280, T294</p> <p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Write a response to literature ● Write a cause-and-effect paragraph ● Write a compare-and-contrast paragraph ● Write a newspaper article ● Write an expository essay ● Give ideas and opinions about a piece of literature; support the response with examples and details ● Give an explanation that clearly shows how causes and effects are logically related ● Compare two topics; tell how they are alike and how they are different ● Support a main idea with details that explain who, where, when, what, and why
<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"> ● Write a newspaper article ● Write an expository essay 	<p>Resources:</p> <p>Text: Chamot et al. <i>Pearson Longman Keystone A</i>. Pearson Education Inc., 2013. Pages 226-297</p>
<p>Grade, Subject: English Language Development; grades 9 - 12 Keystone A: Developing to Bridging</p>	
<p>Strand (Unit): Unit 5</p>	<p>Length/Duration of Unit:</p> <p>Reading 1: 5-6 weeks Reading 2: 3-4 weeks Reading 3: 5 weeks Reading 4: 6-7 weeks, including unit workshops and exam</p>
<p>Big Idea: How are courage and imagination linked?</p>	<p>Key words, academic words, literary words:</p> <p>1: setting the scene, character, stage directions, approach, convey, cooperate, drama, text structure 2. Campaign, committee, continent, democratic, natural, nutrition, aspect, finance, resource, sustain, technology, welfare, suffix, process 3: humor, colorful, language, demonstrate, deny, image, site, prefix, summarize</p>

	4: army, capture, gifted, nomad, tepee, reservation, circumstances, construct, react, region, classify
<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.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.</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). 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>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>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. 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) 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. 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. RL6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created</p>	<p><u>ELD Standards</u></p> <ul style="list-style-type: none"> ● 1- Social and Instructional ● 2 - Language Arts ● 4 - Science ● 5 - Social Studies <p><u>PA Content Standards:</u> 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>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. 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 and develop over the course 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 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. RH6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 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. 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. RST6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. 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,</p>

through the use of dramatic irony) create such effects as suspense or humor.

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

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.

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.

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.

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.

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 and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

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.

RST3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or 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.

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).

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.

WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused

<p>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.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Which character in The Secret Garden has the most imagination? Which has the most courage? How do the characters in the play cooperate to bring about a happy ending? ● Why might courage and imagination be needed to improve the environment? ● Can one person really make a difference? ● What are ways we can use courage and imagination to improve animals' lives? ● Why are courage and imagination important traits in adapting to new situations? 	
<p>Scope and Sequence: Link to document</p>	<p>Adaptations/Modifications: “Leveled Support” See teacher text pages T300, T304, T312, T318, T322, T332, T336, T344, T350, T354, T358, T373</p> <p>Skills (SWBAT...):</p> <ul style="list-style-type: none"> ● Write a formal email ● Write how-to instructions ● Write a plot summary ● Write a paragraph that classifies ● Write an expository essay ● Use a problem-and-solution structure and the correct format for a formal email ● Put steps in order from first to last; use signal words and imperatives ● Cover main events of a story: the characters' goals, what they did to achieve them, and whether they succeeded ● Organize by category; explain the features of each category ● Retell an informational text ● Retell a play and an excerpt from a novel

Assessments:

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

Reading, Writing, Speaking, Listening authentic assessment tasks:

- Write an expository essay
- Retell an informational text
- Retell a play and an excerpt from a novel

Resources:

Text: Chamot et al. *Pearson Longman Keystone A.* Pearson Education Inc., 2013. Pages 298-375

Grade, Subject:

English Language Development; grades 9 - 12
Keystone A: Developing to Bridging

Strand (Unit):

Unit 6

Length/Duration of Unit:

Reading 1: 4-5 weeks
Reading 2: 4-5 weeks
Reading 3: 3-4 weeks
Reading 4: 6-7 weeks, including unit workshops and exam

Big Idea:

What is your vision of life in the future?

Key words, academic words, literary words:

Key words: artificial, canyon, frontier, mass-produced, robot, volcano, astronaut, gravity, historic, mission, NASA, simulation
Academic Words: function, occupation, research, trend, complex, interpretation, publish, section, shift, specific, strategy, technique, challenge, contact, controversy, crucial, function, professional
Literary words: simile, metaphor, science fiction, setting

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.

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

b. Use an ellipsis to indicate an omission.

c. Spell correctly.

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.

ELD Standards

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

PA Content Standards:

For grades 9-12:

● **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.

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

RI7: Integrate and evaluate multiple sources of information presented in

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

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.

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.

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.

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)

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.

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.

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

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

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.

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.

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

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.

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.

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

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

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.

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.

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.

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

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.

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.

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.

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 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.

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 and shorter time frames for a range of discipline-specific tasks, purposes, and audiences

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

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.

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.

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.

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

Essential Questions:

- How might travel, home life, medicine, and technology change in the future?
- Why are people fascinated by places beyond earth?

- Is it likely that humans will be able to travel to other planets or galaxies some day?
- How can writers’ visions of the future shift your own vision of the future?
- What is NASA, some challenges the space program has faced, and its vision for the future?

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

Adaptations/Modifications: “Leveled Support”
See teacher text pages T378, T382, T388, T394, T398, T406, T412, T416, T422, T428, T432, T436, T452

- Skills (SWBAT...):**
- Write an introductory paragraph
 - Support a main idea with examples
 - Include quotations and citations
 - Include paraphrases and citations
 - Write a research report
 - Select and narrow a topic; ask a question to guide research
 - Do research and take notes; find specific examples to support the main idea
 - Support a main idea with examples; cite sources for quotations
 - Paraphrase sources; cite them correctly; support the main idea with details
 - Retell an informational text
 - Retell a science fiction story

Assessments:

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

Reading, Writing, Speaking, Listening authentic assessment tasks:

- Write a research report
- Retell an informational text
- Retell a science fiction story

Resources:

Text: Chamot et al. *Pearson Longman Keystone A.* Pearson Education Inc., 2013. Pages 376-455