

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



Department: English Language Development

Course (s): Keystone A: English / Foundations of Language and Development

Grade Level(s): 9-12 for English Learners Expanding to Bridging, including Long Term ELs

Curriculum: Pearson Longman Keystone A, 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>
1: Can All Mysteries Be Solved?	<ul style="list-style-type: none"> ● Pretest ● Reading 1: “Fact or Fiction?: Informational Text ● Reading 2: “Teenage Detectives” mystery short stories ● Reading 3: from G is for Googol: Informational Text ● Reading 4: “The Haunted Yacht Club”: short story <ul style="list-style-type: none"> ○ Word Study: Homophones; Compound nouns; Spelling words with ai, ay, ee, and oa; Prefixes: un-, dis- ○ Reading Strategy: preview, draw conclusions, use visuals, predict ○ Listening and Speaking: Reader’s Theater; dramatic reading; retell ○ Grammar: parts of speech and parts of the sentence; possessive nouns, adjectives, and pronouns; indefinite pronouns; comparison structures; comparative and superlative adjectives; single word prepositions of location; multi-word prepositions of location ○ Writing modes 	Reading 1: 3 weeks Reading 2: 2-3 weeks Reading 3: 3 weeks Reading 4: 5 weeks, including unit workshops

	<ul style="list-style-type: none"> ■ Writing description (describe a place using spatial order; describe an event using chronological order; describe an object using sensory details; describe a character including physical and character traits) 	
<p>2: How Does Growing Up Change Us?</p>	<ul style="list-style-type: none"> ● Reading 1 “Ancient Kids”: Informational Text ● Reading 2: from “Becoming Naomi Leon”: Realistic Fiction ● Reading 3: “Amazing Growth Facts”: Informational Text ● Reading 4: “The Old Grandfather and His Little Grandson”: Folktale ● Reading 5: “Thirty Dollars”: Oral Narrative <ul style="list-style-type: none"> ○ Word Study: spelling words with long vowel sound /e/ and /o/; suffixes -ness, -tion, and -ation; sound-letter relationships ○ Reading Strategy: Compare and Contrast, Visualize; Use Visuals; Recognize historical context ○ Listening and Speaking: dramatic reading; retell skit ○ Grammar: Showing contrast; coordinating conjunctions and conjunctive adverbs; count and noncount nouns; quantifiers; simple past (regular and irregular verbs); direct quotations, statements and questions ○ Writing Modes: <ul style="list-style-type: none"> ■ Narration: Write a friendly letter; write about a character and setting; write a story from a different pointy of view; write a personal narrative; Write a short story ○ Writing Elements/Structure: <ul style="list-style-type: none"> ■ Tell a memorable sequence of events in time order, using correct letter format ■ Use spatial order, sensory details; describe character traits ■ Focus on point of view and the effects a shift in perspective has on a narrative 	<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>

	<ul style="list-style-type: none"> ■ Use chronological order and concrete details; show why an experience or situation was memorable 	
3 How Does Helping Others Help Us All?	<ul style="list-style-type: none"> ● Reading 1: from “Run Away Home”: Historical Fiction ● Reading 2: “Extraordinary People Serving Others”: Informational Text ● Reading 3: from “Zlata’s Diary: Diary ● Reading 4: “Friendship and Cooperation in the Animal Kingdom”: Informational Text ● Word Study: uses of the apostrophe; spelling words with silent gh; synonyms and antonyms; Greek and Latin Roots ● Reading Strategies: make inferences; identify problems and solutions; distinguish fact from opinion; identify main idea and details ● Listening and Speaking: Reader’s Theater; dramatic reading; retell; Workshop: TV Talk Show ● Grammar: agreement in simple and compound sentences; prepositions of time; preposition phrases providing details; participial adjectives; prepositions of location ● Writing Modes: <ul style="list-style-type: none"> ○ Persuasion: Write a book review; write a persuasive paragraph; write a diary entry; write a critical evaluation; Workshop: Persuasive speech ● Writing elements/Structure <ul style="list-style-type: none"> ○ Give an opinion and a recommendation supported by reasons and examples from the book ○ Ask a question; follow it with a persuasive answer ○ Present both sides of an issue; use the first person and a diary format ○ Write topic sentence; examine the topic against a set of standards; make a judgment that is supported by examples 	<p>Reading 1: 3-4 weeks</p> <p>Reading 2: 3 weeks</p> <p>Reading 3: 3-4 weeks</p> <p>Reading 4: 6 weeks, including unit workshops and exam</p>
4: What Do We Learn Through Winning and Losing?	<ul style="list-style-type: none"> ● Reading 1: Poetry: “Casey at the Bat”; “Swift Things Are Beautiful”; “Buffalo Dusk” 	<p>Reading 1: 5 weeks</p> <p>Reading 2: 3 weeks</p>

	<ul style="list-style-type: none"> ● Reading 2: “Going, Going, Gone?”; “Ivory-billed Woodpeckers Make Noise”: informational texts ● Reading 3: “The Hare and the Tortoise” fable; “Orpheus and Eurydice” myth ● Reading 4: “The Biggest Winner of All” Informational text <ul style="list-style-type: none"> ○ Word Study:spelling long vowel sound /i/; homophones; spellings for r-controlled vowels; multiple meaning words ○ Reading Strategy: Read for enjoyment; recognize cause and effect; identify author’s purpose; ask questions ○ Listening and Speaking: Reader’s Theater; dramatic reading; retell: Listening and Speaking Workshop: TV sports report ○ Grammar: present perfect; complex sentences with subordinating conjunctions; subordinating conjunctions with adverb clauses; adverbs of manner; past perfect and simple past ○ Writing modes: Write a response to literature; write a cause-and-effect paragraph; write a compare-and contrast paragraph; write a newspaper article; Writing Workshop: Expository essay ○ Writing Elements/Structure: <ul style="list-style-type: none"> ■ 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, what, when, and why 	<p>Reading 3: 3-4 weeks</p> <p>Reading 4: 6-7 weeks, including unit workshops and exam</p>
<p>5: How are Courage and Imagination Linked?</p>	<ul style="list-style-type: none"> ● Reading 1: from “The Secret Garden”: Play ● Reading 2: “A Tree Grows in Kenya”: Informational Text ● Reading 3: from “Hoot”: Novel excerpt ● Reading 4: “Between Two Worlds”: Informational Text 	<p>Reading 1: 5-6 weeks</p> <p>Reading 2: 3-4 weeks</p> <p>Reading 3: 5 weeks</p>

	<ul style="list-style-type: none"> ○ Word study: spelling words with oo; suffixes -ic, -ist, -able; prefixes mega-, tele-, re-; spelling words with ea ○ Reading strategies: analyze text structure; follow steps in a process; summarize; classify ○ Grammar: degrees of certainty about the future; imperatives; sequence words and phrases; reported speech; active and passive voice ○ Writing modes: <ul style="list-style-type: none"> ■ Exposition: write a formal email; write how-to instructions; write a plot summary; write a paragraph that classifies ■ Writing workshop: expository essay ○ Writing elements/structure: <ul style="list-style-type: none"> ■ use a problem-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 	Reading 4: 6-7 weeks, including unit workshops and exam
6: What is Your Vision of Life in the Future?	<ul style="list-style-type: none"> ● Reading 1: "Life in the Future": Informational text ● Reading 2: "Southbound on the Freeway", Cardinal Ideograms" poem and "Interview with an Astronaut" interview ● Reading 3: from "The Time Warp Trio: 2095": Science fiction ● Reading 4: NASA and the US Space Program: Informational Text ● Word study: spelling the diphthongs /oi/ and /ou/; Greek and Latin roots; Schwa spelled a,e,i,o,u; identifying cognates ● Reading strategies: Take notes; analyze text structure; skim; employ analytical skills 	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

	<ul style="list-style-type: none">● Listening and speaking: reader’s theater; dramatic reading; retell; Workshop: Speech● Grammar: transitions; general rules of capitalization; abbreviations, initials and special terms; end punctuation (commas, quotation marks; parentheses, brackets, and ellipses); using quotation marks for exact words;● Writing modes<ul style="list-style-type: none">○ Research report<ul style="list-style-type: none">■ Write an introductory paragraph■ Support a main idea with examples■ Include quotations and citations; include paraphrases and citations■ Workshop: Research report● Writing elements/Structure:<ul style="list-style-type: none">○ 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	
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