Escondido Union High School District

English Language Development 2 (ELD2)

EUHSD Board Approval Date: November 15, 2016
The EUHSD ELD 2 curriculum document identifies what students should be able to know in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes in pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California State Standards for English Language Development: http://www.cde.ca.gov/sp/el/er/documents/eldstndspublis14.pdf
**ELD 2 Course Description**

The EUHSD *English Language Development* 2 curriculum is written to provide students with the requisite skills necessary to meet the California State Standards for ELD grades 9/10 or 11/12 and meet the learning outcomes expressed in the College and Career Readiness standards. ELD courses emphasize cross-disciplinary and meaningful interactions with complex texts, intellectually rich tasks, and others called for in the CA CCSS for ELA/Literacy. As outlined in the CA ELA/ELD Framework, the CA CCSS in ELA/Literacy and the CA ELD Standards are inextricably linked in their conception and realization in California classrooms. ELD courses support students accessing high quality content curriculum and maintaining steady progress toward developing advanced levels of English. Students will be taught in ways that further students’ development of their skills, abilities, and knowledge in literacy, language, and the specific area of study. Students will demonstrate independence as deliberate readers, knowledgeable and proficient writers and effective communicators. Students will read and write using a variety of grade appropriate informational and literary resources and will utilize technology to research, publish, upload and share work with their fellow students. Students will develop the habits of mind to reflect, respond, and communicate about a variety of topics and issues.

**Goals for EUHSD English Learners:**

English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

**Critical Principles for Developing Language and Cognition in Academic Contexts:** While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.
Course Requirements

<table>
<thead>
<tr>
<th>Course Length: One Year</th>
<th>Grade Level: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC/CSU Requirement: This course does NOT meet UC/CSU requirements.</td>
<td>Graduation Requirement: This course meets the following graduation requirements:</td>
</tr>
<tr>
<td></td>
<td>*(5) credits of EUHSD ELA credit per semester</td>
</tr>
<tr>
<td></td>
<td>*(5) credits of EUHSD Elective credit per semester</td>
</tr>
<tr>
<td></td>
<td>*ELD 2 is a two-block course. Students must be enrolled in both sections in order to fulfill course requirement and receive credit.</td>
</tr>
</tbody>
</table>

Course Numbers (Semester A):
(ELA): 7909  
(Support): 7911  

Course Numbers (Semester B):
(ELA): 7910  
(Support): 7912  

Transcript Abbreviations:
(ELA): ELD II A  
(Support): ELD II SUPPORT A  

Transcript Abbreviations:
(ELA): ELD II B  
(Support): ELD II SUPPORT B  

Credits Semester A: 5 elective credits & 5 EUHSD ELA credits per semester  
Credits Semester B: 5 elective credits & 5 EUHSD ELA credits per semester  
*The same letter grade is to be applied to each block.  

Required Prerequisite/s: Students placed into ELD II based on multiple measures  
  • Completion of Home Language Survey  
  • Initial CELDT data  
  • Designed for newcomers  

Recommended Prerequisite/s: None  

Board Approval Date (Curriculum): November 15, 2016  
Board Approval Date (Materials): May 11, 2010  

Core Instructional Material/s:
  • National Geographic School Publishing; *Hampton Brown Edge Level A*; copyright 2006  

Supplemental Instructional Material/s:
  • Supplemental instructional materials are determined within each instructional unit and will be updated annually.  

Technology Resource/s:
  • Computers such as Chromebooks (in class only 1-1 implementation)  

Assessment/s:
  • A detailed list of common unit by unit assessments are outlined within the Scope and Sequence section of this document.
The Scope and Sequence Guide is a California standards-based document that delineates the skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California State Standards for ELA/Literacy and English Language Development. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives. Documents will be updated annually based on student achievement data.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- Students will read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
- Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening)
## ELD 2 Scope and Sequence
### Unit 1
#### Length: 9 weeks

**Unit Description:** Each ELD unit’s texts and activities are cohesively governed by an over-arching theme. Students are asked an Essential Question and are provided multiple opportunities to shape their response and reflect over the course of the unit. In ELD 2, students will still need opportunities to grow in phonemic awareness, decoding, spelling, and reading fluency. In Unit 1, students develop and/or review a common district-wide set of literacy routines/skills in order to strengthen their ability to access and identify a variety of text types as outlined within the standards. Text types addressed within the state standards include: Informational, Argumentative, and Narrative text. Students will utilize the literacy routines in order to read, write, and discuss text with a purpose. Common strategies include prompt deconstruction, text preview, annotating the text, and note making. Students will read a core list of narrative and informational texts that focus on the skills of citing evidence in support of their analysis of the text and objective summary; determine the central idea of the text; utilize common vocabulary strategies in order to make meaning of words and phrases; use context clues to make meaning of the author’s use of language; and will complete a variety of informational writing tasks that aim to examine and convey ideas, concepts and information. They will focus specifically on the introduction of morphemes, author’s word choice, organizing ideas and use of text features to further aid in comprehension. There is a heavy emphasis on formal academic language and speaking and listening skills. All students will keep a literacy notebook designed to be utilized as a reference throughout Unit 1.

The Routine ELD Standards outlined below are not emphasized as Target Standards because the expectation is that they will be a continuous focus of instruction throughout the unit.

### Routine ELD Standards from Part I- Interacting in Meaningful Ways:
1. Exchanging information/ideas
2. Interacting via written English
3. Supporting opinions and persuading others
4. Adapting language choices
5. Listening actively, 12a - Selecting language resources

### Unit 1 Target Standards:

**Proficiency Level- EXPANDING**

**Part I: Interacting in Meaningful Ways**

6. Reading/viewing closely: c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

8. Analyzing language choices: Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or

### Language Objectives:
Objectives to target language goals are determined by the student data from daily formative assessments. They are to be determined by the teacher in response to student need.

**Learning Objectives:**
Students will be able to…

- Determine word meanings and steadily expand their repertoire of words and phrases. (L4)
- Use context clues. (L4a)
- Use the key details of a text to provide a summary that is free of personal opinions or feelings. (R12)
- Write informative texts that examine and communicate ideas, concepts, or information clearly and accurately. (W2)

### Meeting the needs of EL students:
Utilize the student information system to acquire the language levels of EUHSD English Learners.

In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)

In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies

### Unit Resources:
District-wide course-alike teacher teams will meet annually to determine guaranteed course of study for ELD 2. (Adopted Text set may change each year)

The core instructional materials utilized will be Hampton Brown Edge: Reading, Writing & Language, Level A

### Student Components:
- Edge Student Edition
character) produces nuances and different effects on the audience.

10. Writing b. Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).

Part II: Learning About How English Works

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

3. Using verbs and verb phrases: Use a variety of verbs in different tenses (e.g., past, present, future, simple, progressive, perfect) appropriate to the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.

designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:

- Select, organize, and analyze their content, arrange ideas, concepts, and information to show interrelationships. (W2a)
- Determine a central idea of a text. (R12)
- Examine not only how a central idea is developed but also how details in the text add to a central idea. (R12)
- Offer insights that show they can derive understanding from details that are directly stated. (R11)
- Make inference from text to include both inferred and literal meaning. (R11)
- Make reference to the text in both the written and verbal form. (R11)
- Use textual evidence that is convincing and complete to support their ideas. (R11)

Teaching Tools:

Edge Teacher’s Edition Volume 1 & 2
Edge Reading & Writing Transparencies
Edge Interactive Practice Book TAE (Annotated Teacher’s Edition)
Edge Language & Grammar Lab
- Teacher’s Edition
- Audio CD
- Grammar Transparencies
- Language Functions Transparencies
- Practice Book TAE

Edge Assessments
- Placement Tests
- Assessments Handbook
- Unit Tests & Teacher’s Guides

Supplemental Resource:
Houghton Mifflin; English 3D; copyright 2015

Key Unit Assignments:

Key Literacy Assignment – Set Up Literacy Notebook (Repeatable for each unit) Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference to students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

Key Unit Assessments:

Teachers will come together in district-wide course-alike teams to analyze common assessment data and plan instruction based on student strengths and areas of need.

- Literacy Notebook-Text Based Question Responses from Edge Clusters
- Edge Placement Test
Notebooks entries in Unit 1 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:
- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: read, make notes, and annotate argument and informative texts; determine main idea; determine the meaning of unknown words using context clues; cite strong and thorough textual evidence; interpret the meaning of words in texts and their effect on tone; write a thesis statement; and organize an essay
- multiple entries in which students reflect on their thinking and learning

Key Writing Assignments – Throughout the unit, students will write, speak and listen to a variety of situations using a key set of literacy strategies or routines. The students will write to each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the writing process.

- Key Narrative Writing Prompt - Select a moment in your life that had a lasting impact on you or those around you. Include vivid sensory details, dialogue, your feelings at the time of the incident and your feelings now.

Key Reading Assignments – Throughout the unit, students will read, speak, listen and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the complex text. Students will use the readings as a foundation for creating responses to text based questions and to demonstrate their understanding of use of text based evidence in support of the central idea of a text.

Key Speaking & Listening Assignments –Key Assignments will require students to make formal and informal presentations, listen and reflect to peer presentations or multi-media.

- Edge Grammar Unit Assessment
- Edge Cluster Tests
- Formative assessments covering Target Standards
- On Demand Constructed Response and Process Writing Tasks
- Digital Writing Portfolios with a minimum of four process writing pieces a year
- ELD Portfolio that demonstrates student work from reading, writing, speaking and listening activities with student description and reflection
ELD 2 Scope and Sequence
Unit 2
Length: 9 weeks

Unit Description: Each ELD unit’s texts and activities are cohesively governed by an over-arching theme. Students are asked an Essential Question and are provided multiple opportunities to shape their response and reflect over the course of the unit. In ELD 2, students will still need opportunities to grow in phonemic awareness, decoding, spelling, and reading fluency. In Unit 2, students are taught the elements of narrative text and the way in which authors structure narratives in order to illustrate a story’s theme(s). This unit transitions students from reading informational text for main ideas and key details to reading and analyzing literature. Common strategies include: prompt deconstruction, text preview, annotating the text, and note making based on text type and text features. Through the reading and analysis of literature, students will build the skills of citing textual evidence, determining theme, analyzing characters, analyzing text structure, and use context clues to make meaning of the author’s use of language. The skill of compare and contrast is a writing focus for this unit. Students will also respond to a variety of text based questions to examine and convey complex idea, while specifically examining how to develop a topic with well-chosen, relevant and sufficient facts. There is a heavy emphasis on formal academic language and speaking and listening skills. All students will keep a literacy notebook designed to be utilized a reference throughout Unit 2.

The Routine ELD Standards outlined below are not emphasized as Target Standards because the expectation is that they will be a continuous focus of instruction throughout the unit.

Routine ELD Standards from Part I- Interacting in Meaningful Ways:

1. Exchanging information/ideas
2. Interacting via written English
3. Supporting opinions and persuading others
4. Adapting language choices
5. Listening actively, 12a - Selecting language resources

Meeting the needs of EL students:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstdnspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdnspublication14.pdf)
- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL

Language Objectives:

Objectives to target language goals are determined by the student data from daily formative assessments. They are to be determined by the teacher in response to student need.

Students will be able to…

- Compare and contrast ideas.
- Use context clues. (L4a)
- Determine word meanings and steadily expand their repertoire of words and phrases. (L4)
- Use textual evidence that is convincing and complete to support their ideas. (RL1)
- Make reference to the text in both the written and verbal form. (RL1)

Learning Objectives:

Meeting the needs of EL students:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstdnspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdnspublication14.pdf)
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- Compare and contrast ideas.
- Use context clues. (L4a)
- Determine word meanings and steadily expand their repertoire of words and phrases. (L4)
- Use textual evidence that is convincing and complete to support their ideas. (RL1)
- Make reference to the text in both the written and verbal form. (RL1)

Unit Resources:

- District-wide course-alike teacher teams will meet annually to determine guaranteed course of study for ELD 2. (Adopted Text set may change each year)

The core instructional materials utilized will be

- Hampton Brown Edge: Reading, Writing & Language, Level A

Student Components:

- Edge Student Edition
- Edge Interactive Practice Book
12. Selecting language resources: b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., diplomatic, stems are branched or unbranched).

**Part II: Learning About How English Works**

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

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

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**Key Unit Assignments:**

**Key Literacy Assignment**—Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference to students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

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**Key Unit Assessments:**

Teachers will come together in district-wide course-alike teams to analyze common assessment data and plan instruction based on student strengths and areas of need.

- Literacy Notebook-Text Based Question Responses from Edge Clusters
- Edge Placement Test
- Edge Grammar Unit Assessment
- Edge Cluster Tests

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**Teaching Tools:**

- Edge Teacher’s Edition Volume 1 & 2
- Edge Reading & Writing Transparencies
- Edge Interactive Practice Book TAE (Annotated Teacher’s Edition)
- Edge Language & Grammar Lab
  - Teacher’s Edition
  - Audio CD
  - Grammar Transparencies
  - Language Functions Transparencies
  - Practice Book TAE
- Edge Assessments
  - Placement Tests
  - Assessments Handbook
  - Unit Tests & Teacher’s Guides

**Supplemental Resource:** Houghton Mifflin; English 3D; copyright 2015
Notebooks entries in Unit 2 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

- tracking of plot/characters from short stories and novel
- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: review of how to read/make notes on narrative text; how to determine theme; review of how to determine the meaning of unknown words using context clues; and how to provide relevant/sufficient evidence and elaborating on it in writing
- multiple entries in which students reflect on their thinking and learning

**Key Writing Assignments** – Throughout the unit, students will write, speak and listen to a variety of situations using a key set of literacy strategies or routines. The students will write to each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the writing process.

- **Key Argument Writing Prompt** - Write an argument essay where you compare and contrast two _______. Make a claim about your topic and be sure to include evidence from two sources including one audio/video source. Be sure to consider your audience and incorporate a variety of sentence patterns.

**Key Reading Assignments** – Throughout the unit, students will read, speak, listen and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the complex text. Students will use the readings as a foundation for creating responses to text based questions and to demonstrate their understanding of use of text based evidence in support of the central idea of a text.

**Key Speaking & Listening Assignments** – Key Assignments will require students to make formal and informal presentations, listen and reflect to peer presentations or multi-media.

- Formative assessments covering Target Standards
- On Demand Constructed Response and Process Writing Tasks
- Digital Writing Portfolios with a minimum of four process writing pieces a year
- ELD Portfolio that demonstrates student work from reading, writing, speaking and listening activities with student description and reflection
ELD 2 Scope and Sequence
Unit 3
Length: 10 weeks

Unit Description: Each ELD unit’s texts and activities are cohesively governed by an over-arching theme. Students are asked an Essential Question and are provided multiple opportunities to shape their response and reflect over the course of the unit. In ELD 2, students will still need opportunities to grow in phonemic awareness, decoding, spelling, and reading fluency. Unit 3 merges the reading skills, both informational and literature, developed in previous units. Students will deepen their understanding of research. Students will evaluate source credibility and integrate information from multiple sources as they contextualize the literature and its historical and present day connections. They will focus on the reading skills of determining theme or central idea and analyzing characters. While reading the literature, students will also read and analyze informational text to better understand the way the novel/play reflects the time period in which it was set and/or published. Students will begin to develop the research skills of gathering relevant information from multiple authoritative sources and practice synthesizing evidence through text based questions and writing to the prompt. Students will also develop independent research skills as they explore how the literature’s characters, plot or theme connects to modern day issues. There is a heavy emphasis on formal academic language and speaking and listening skills. All students will keep a literacy notebook designed to be utilized a reference throughout Unit 3.

The Routine ELD Standards outlined below are not emphasized as Target Standards because the expectation is that they will be a continuous focus of instruction throughout the unit.

Routine ELD Standards from Part I- Interacting in Meaningful Ways:

<table>
<thead>
<tr>
<th>Routine ELD Standards</th>
<th>Meeting the needs of EL students:</th>
<th>Language Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Exchanging information/ideas</td>
<td>Utilize the student information system to acquire the language levels of EUHSD English Learners.</td>
<td>Objectives to target language goals are determined by the student data from daily formative assessments. They are to be determined by the teacher in response to student need.</td>
</tr>
<tr>
<td>2 - Interacting via written English</td>
<td>In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: <a href="http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf">http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</a></td>
<td>Learning Objectives:</td>
</tr>
<tr>
<td>3 - Supporting opinions and persuading others</td>
<td>In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>4 - Adapting language choices</td>
<td>Language Objectives:</td>
<td>- Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RL.2)</td>
</tr>
<tr>
<td>5 - Listening actively, 12a - Selecting language resources</td>
<td></td>
<td>- Determine a central idea of a text. (RI2)</td>
</tr>
</tbody>
</table>

Unit 3 Target Standards:

Proficiency Level- EXPANDING

Part I: Interacting in Meaningful Ways

6. Reading/viewing closely: a. Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain specific words.

Unit Resources:

District-wide course-alike teacher teams will meet annually to determine guaranteed course of study for ELD 2. (Adopted Text set may change each year)

The core instructional materials utilized will be

Hampton Brown Edge: Reading, Writing & Language, Level B

Student Components:

- Edge Student Edition
6. Reading/viewing closely: b. Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using an increasing variety of verbs and adverbials (e.g., indicates that, suggests, as a result).

6. Reading/viewing closely: c. Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

Part II: Learning About How English Works

6. Connecting ideas: Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday’s exam) or to make a concession (e.g., She studied all night even though she wasn’t feeling well).

7. Condensing ideas: Condense ideas in a growing number of ways (e.g., through embedded clauses or by combining verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., Species that could not adapt to the changing climate eventually disappeared).

students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/ef/documents/claedfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/ef/documents/claedfwchapter11.pdf)

- Write informative texts that examine and communicate ideas, concepts, or information clearly. (W2)
- Recognize complex characters and understand their role in a text. (RL3)
- Recognize how complex characters propel the action in the story. (RL3)
- Identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to the plot or theme development. (RL3)
- Examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. (RL2)
- Conduct research to answer a specific question. (W7)
- Synthesize information by combining parts from a two sources into a one unified understanding. (W7)
- Recognize what is important in a source, how it supports the topic, and how it relates to other source information. (W8)
- Find information that is relevant from reliable and authoritative sources. (W8)

- Edge Interactive Practice Book
- Edge Grammar and Writing Practice Book
- Edge Library-ZONE Books
- Selection Readings & Fluency Models

Teaching Tools:

Edge Teacher’s Edition Volume 1 & 2
Edge Reading & Writing Transparencies
Edge Interactive Practice Book TAE (Annotated Teacher’s Edition)
Edge Language & Grammar Lab
- Teacher’s Edition
- Audio CD
- Grammar Transparencies
- Language Functions Transparencies
- Practice Book TAE

Edge Assessments
- Placement Tests
- Assessments Handbook
- Unit Tests & Teacher’s Guides

Supplemental Resources:
Houghton Mifflin; English 3D; copyright 2015

Key Unit Assignments:

Key Literacy Assignment – Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference to students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for

Key Unit Assessments:

Teachers will come together in district-wide course-alike teams to analyze common assessment data and plan instruction based on student strengths and areas of need.

- Literacy Notebook-Text Based Question Responses from Edge Clusters
- Edge Placement Test
writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection. Notebooks entries in Unit 3 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:
- Tracking of plot/characters/setting for core text
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: review of how to read/make notes on narrative and informational text; how to analyze characters in a narrative text, how to determine theme of narrative text and main idea in informational text; how to synthesize multiple sources, and how to determine relevant and authoritative sources to use as evidence in writing
- multiple entries in which students reflect on their thinking and learning

**Key Writing Assignments** – Throughout the unit, students will write, speak and listen to a variety of situations using a key set of literacy strategies or routines. The students will write to each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the writing process.

- **Key Informational Writing Prompt/Presentation** - Conduct a research project on ____. Be prepared to present your findings to an audience of peers, educators, and parents. Be sure to synthesize two sources in your writing. Include one interactive technology in your presentation.

**Key Reading Assignments** – Throughout the unit, students will read, speak, listen and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the complex text. Students will use the readings as a foundation for creating responses to text based questions and to demonstrate their understanding of use of text based evidence in support of the central idea of a text.

**Key Speaking & Listening Assignments** – Key Assignments will require students to make formal and informal presentations, listen and reflect to peer presentations or multi-media.

- *Edge Grammar Unit Assessment*
- *Edge Cluster Tests*
- *Formative assessments covering Target Standards*
- *On Demand Constructed Response and Process Writing Tasks*
- *Digital Writing Portfolios with a minimum of four process writing pieces a year*
- *ELD Portfolio that demonstrates student work from reading, writing, speaking and listening activities with student description and reflection*
ELD 2 Scope and Sequence
Unit 4
Length: 9 weeks

**Unit Description:** Each ELD unit’s texts and activities are cohesively governed by an over-arching theme. Students are asked an Essential Question and are provided multiple opportunities to shape their response and reflect over the course of the unit. In ELD 2, students will still need opportunities to grow in phonemic awareness, decoding, spelling, and reading fluency. Unit 4 challenges students to read and evaluate nonfiction texts to better understand the structure and purpose of argument writing. Throughout this unit, students will gather evidence to argue for or against a particular topic. The skills of introducing precise claims, addressing alternate or opposing claims, and writing an effective conclusion section are a focus for the end-of-unit writing task. There is a heavy emphasis on formal academic language and speaking and listening skills. All students will keep a literacy notebook designed to be utilized as a reference throughout Unit 4.

The Routine ELD Standards outlined below are not emphasized as Target Standards because the expectation is that they will be a continuous focus of instruction throughout the unit.

**Routine ELD Standards from Part I- Interacting in Meaningful Ways:**

1. Exchanging information/ideas
2. Interacting via written English
3. Supporting opinions and persuading others
4. Adapting language choices
5. Listening actively, 12a - Selecting language resources

**Unit 4 Target Standards:**

**Proficiency Level- EXPANDING**

**Part I: Interacting in Meaningful Ways**

5. Listening actively: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support.

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

**Meeting the needs of EL students:**

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)

**Language Objectives:**

Objectives to target language goals are determined by the student data from daily formative assessments. They are to be determined by the teacher in response to student need.

**Learning Objectives:**

Students will be able to...

- Ask relevant questions that demonstrate understanding of ideas.
- Express in writing or through oral language how an author crafts an argument.
- Clearly communicate through oral presentations a claim with evidence to support.
- Use appropriate register in oral presentations keeping in mind audience and purpose of task.
- Determine a central idea of a text. (RI2)

**Unit Resources:**

District-wide course-alike teacher teams will meet annually to determine guaranteed course of study for ELD 2. (Adopted Text set may change each year)

The core instructional materials utilized will be **Hampton Brown Edge: Reading, Writing & Language, Level B**

**Student Components:**

- Edge Student Edition
- Edge Interactive Practice Book
- Edge Grammar and Writing Practice Book
or create other specific effects, with moderate support.

9. Presenting: Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.

11. Justifying/arguing: b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would).

Part II: Learning About How English Works

2. Understanding cohesion: a. Apply knowledge of a growing number of language resources for referring to make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.

2. Understanding cohesion: b. Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as meanwhile, however, on the other hand) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.

- Examine not only how a central idea is developed, but also be able to summarize main idea. (R2)
- Use details of a text to provide a summary that is free of personal opinions or feelings. (R2)
- Examine how a theme is developed. (R2)
- Recognize complex characters and understand their role in a text. (R3)
- Identify the development of complex characters and how these characters contribute to the plot or theme development. (R3)
- Recognize how complex characters propel the action. (R3)
- Write informative texts that communicate complex ideas, concepts, or information clearly and accurately. (W2)
- Conduct research to answer a specific question. (W7)
- Synthesize information by combining parts from a variety of sources. (W7)
- Recognize what is important in a source, how it supports the topic. (W8)
- Find information that is relevant from reliable and authoritative sources. (W8)

### Key Unit Assignments:

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### Key Unit Assessments:

Teachers will come together in district-wide course-alike teams to analyze common assessment data and plan instruction based on student strengths and areas of need.

- Literacy Notebook-Text Based Question Responses from Edge Clusters
- Edge Placement Test
- Edge Grammar Unit Assessment
- Edge Cluster Tests

### Teaching Tools:

- Edge Teacher’s Edition Volume 1 & 2
- Edge Reading & Writing Transparencies
- Edge Interactive Practice Book TAE (Annotated Teacher’s Edition)
- Edge Language & Grammar Lab
  - Teacher’s Edition
  - Audio CD
  - Grammar Transparencies
  - Language Functions Transparencies
  - Practice Book TAE

### Edge Assessments

- Placement Tests
- Assessments Handbook
- Unit Tests & Teacher’s Guides

### Supplemental Resources:

- Houghton Mifflin; English 3D; copyright 2015
- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: review of how to read/make notes on narrative and informational text; how to determine theme and/or main idea; tracking theme, plot, characters and setting; review of how to determine the meaning of unknown words using context clues; comparing multiple mediums and evaluating an argument
- multiple entries in which students reflect on their thinking and learning

Key Writing Assignments – Throughout the unit, students will write, speak and listen to a variety of situations using a key set of literacy strategies or routines. The students will write to each text independently with scaffolds and participate in group discussions designed to foster conversation and develop understanding of the writing process.

- **Key Argument Writing Prompt/Debate** - With a classmate, prepare to debate the pro or con of ______. Be mindful of not only your argument, but also the opposing point of view and how you will counter their claims. Be sure to use four different sources. Use academic language and maintain a formal tone.

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