Escondido Union High School District

English Language Development 3 (ELD 3) Intensive

EUHSD Board Approval Date: November 15, 2016
The EUHSD ELD 3 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/eldstndspubl14.pdf
## ELD 3 Intensive Course Description

The EUHSD English Language Development 3 Intensive 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, and 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.
<table>
<thead>
<tr>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Length:</strong> One Year</td>
</tr>
<tr>
<td><strong>Grade Level:</strong> 9-12</td>
</tr>
<tr>
<td><strong>UC/CSU Requirement:</strong> The ELD 3 course meets UC/CSU area “b” English Language Arts requirement.</td>
</tr>
</tbody>
</table>
| **Graduation Requirement:** This course meets the following graduation requirements 
  *(5) credits of EUHSD ELA credit per semester (UC/CSU approved) 
  *(5) credits of EUHSD Elective credit per semester 
  *ELD 3 is a two-block course. Students must be enrolled in both sections in order to fulfill course requirement and receive credit. |
| **Course Numbers (Semester A):** 
  (ELA): 7885 
  (Support): 7913 |
| **Course Numbers (Semester B):** 
  (ELA): 2411 
  (Support): 7915 |
| **Transcript Abbreviations:** 
  (ELA): ELD III INTENS A (P) 
  (Support): ELD III INTENS SUP A |
| **Transcript Abbreviations:** 
  (ELA): ELD III INTENS B (P) 
  (Support): ELD III INTENS SUP 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 B*; 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. |
ELD 3 Intensive Scope and Sequence Guide

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 3 Intensive 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 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 strong 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 complex ideas, concepts and information clearly and accurately. They will focus specifically on the introduction of morphemes, author’s word choice, organizing complex 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: BRIDGING**

**Part I: Interacting in Meaningful Ways**

6. Reading/viewing closely: c. **Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.**

**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...
- Determine the figurative, connotative, and technical meanings of words and phrases as they are used in a text. (RI4)

**Unit Resources:**
District-wide course-alike teacher teams will meet annually to determine guaranteed course of study for ELD 3. (Text set may change each year)

The core instructional materials utilized will be Hampton Brown Edge: Reading, Writing & Language, Level B
8. Analyzing language choices: Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words (e.g., hyperbole, varying connotations, the cumulative impact of word choices) produces nuances and different effects on the audience.

10. Writing: b. Write clear and coherent summaries of texts and experiences by using complete and concise 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 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), and mood (e.g., subjunctive) appropriate to the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

- In 2014, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:

- Determine word meanings, appreciate the nuances of words, 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 complex ideas, concepts, or information clearly and accurately. (W2)
  - Effectively 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 influence and add to a central idea. (R12)
  - Offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. (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)

- Determine word meanings, appreciate the nuances of words, 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 complex ideas, concepts, or information clearly and accurately. (W2)
- Effectively 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 influence and add to a central idea. (R12)
- Offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. (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)

Student Components:
- Edge Student Edition
- 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** – 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.

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, figurative language, 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

### 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
- 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
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,
**ELD 3 Intensive 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 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. Students will read various works of fiction to determine theme through characters, plot and setting and then develop the skills of citing evidence to support the theme through analysis. 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 as 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 |

**Unit 2 Target Standards:**

**Proficiency Level:** BRIDGING

**Part I: Interacting in Meaningful Ways**

6. Reading/viewing closely: c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

11. Justifying/arguing: a. Justify opinions or persuade others by making connections and

<table>
<thead>
<tr>
<th>Meeting the needs of EL students:</th>
<th>Language Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize the student information system to acquire the language levels of EUHSD English Learners.</td>
<td></td>
</tr>
<tr>
<td>In 2012, the CA Department of Education adopted new language level proficiency descriptors and new ELD 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></td>
</tr>
</tbody>
</table>

**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…

- Compare and contrast ideas verbally and in writing.
- Use context clues. (L4a)

**Unit Resources:**

District-wide course-alike teacher teams will meet to determine guaranteed course of study for ELD 3. (Text set may change each year)

The core instructional materials utilized will be *Hampton Brown Edge: Reading, Writing & Language, Level B*
distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.

12. Selecting language resources: b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing humiliate to humiliation or incredible to incredibly).

Part II: Learning About How English Works

4. Using nouns and noun phrases: Expand noun phrases in a variety of ways (e.g., more complex clause embedding) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.

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

In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/claeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/claeldfwchapter11.pdf)

Determine word meanings, appreciate the nuances of words, 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)

Make inference from text to include both inferred and literal meaning. (RL1)

Offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. (RL1)

Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RL2)

Develop a topic with well-chosen evidence. (W2b)

Use relevant and sufficient facts, details and quotes. (W2b)

Write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. (W2)

Recognize complex characters and understand their role in a text. (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)

Recognize how complex characters propel the action in the story or add to the development of a theme. (RL3)

Analyze and illustrate how an author crafts the structure of a text to produce a particular effect. (RL5)

Determine word meanings, appreciate the nuances of words, 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)

Make inference from text to include both inferred and literal meaning. (RL1)

Offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. (RL1)

Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RL2)

Develop a topic with well-chosen evidence. (W2b)

Use relevant and sufficient facts, details and quotes. (W2b)

Write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. (W2)

Recognize complex characters and understand their role in a text. (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)

Recognize how complex characters propel the action in the story or add to the development of a theme. (RL3)

Analyze and illustrate how an author crafts the structure of a text to produce a particular effect. (RL5)
### 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.

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 a variety of sources including one audio/video source. Be sure to consider your audience and incorporate a variety of sentence patterns. Conclude with a final recommendation.

### 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
- 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
| **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. |
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. Unit 3 merges the reading skills, both informational and literature, developed in previous units. Students will deepen their understanding of a longer narrative work through 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 complex 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:

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 3 Target Standards:

**Proficiency Level: BRIDGING**

### 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-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.

### 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 ELD 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/eldstdspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf)

### Learning Objectives:

**Students will be able to...**

- Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RI2)
- Determine a central idea of a text. (RI2)

### 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.

### Unit Resources:

- District-wide course-alike teacher teams will meet to determine guaranteed course of study for ELD 3. (Text set may change each year)
- The core instructional materials utilized will be *Hampton Brown Edge: Reading, Writing & Language, Level B*
6. Reading/viewing closely: b. Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).

6. Reading/viewing closely: c. Use knowledge of morphology (e.g., derivational suffixes), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

Part II: Learning About How English Works

6. Connecting ideas Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., While both characters strive for success, they each take different approaches through which to reach their goals.), or to establish cause (e.g., Women’s lives were changed forever after World War II as a result of joining the workforce).

7. Condensing ideas Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verbs or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., Another issue that people may be concerned with is the amount of money that it will cost to construct the new building).

- In 2014, the CA Department of Education adopted new ELA-ELD Framework, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:

- Examine not only how a central idea is developed but also how details in the text influence and add to a central idea. (RI2)
- Write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. (W2)
- Recognize complex characters and understand their role in a text. (RL3)
- Recognize how complex characters propel the action in the story or add to the development of a theme. (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 variety of sources into a one unified understanding, achieving a new insight. (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)

Student Components:
- Edge Student Edition
- 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 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 a minimum of four sources in your writing. Include two interactive technologies 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

---

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
- 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
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.
### ELD 3 Intensive 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. Unit 4 challenges students to analyze literature through the lens of comparisons, specifically examining key scenes in two different texts or artistic mediums. Students will 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 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:

<table>
<thead>
<tr>
<th>Routine ELD Standards from Part I- Interacting in Meaningful Ways</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Exchanging information/ideas</td>
</tr>
<tr>
<td>2 - Interacting via written English</td>
</tr>
<tr>
<td>3 - Supporting opinions and persuading others</td>
</tr>
<tr>
<td>4 - Adapting language choices</td>
</tr>
<tr>
<td>5 - Listening actively, 12a - Selecting language resources</td>
</tr>
</tbody>
</table>

#### Unit 4 Target Standards:

**Proficiency Level: BRIDGING**

**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 detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support.

7. Evaluating language choices: Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing)

#### 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 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.

#### Language Objectives:

Students will be able to...

- Ask relevant and complex questions that demonstrate thoughtful understanding of ideas.
- Express in writing or through oral language an understanding of author’s use of diction to craft an argument.

#### Learning Objectives:

- 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 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.

#### Unit Resources:

District-wide course-alike teacher teams will meet to determine guaranteed course of study for ELD 3. (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
choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.

9. Presenting Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.

11. Justifying/arguing: b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., possibly/ potentially/ certainly/ absolutely, should/might).

Part II: Learning About How English Works

2. Understanding cohesion: a. Apply knowledge of a variety of language resources for referring to make texts more cohesive (e.g., using nominalization, paraphrasing, or summaries to reference or recap an idea or explanation provided earlier) to comprehending grade-level texts and to writing clear and cohesive grade-level 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 on the contrary, in addition, moreover) to comprehending grade-level texts and to writing cohesive texts for specific purposes and audiences.

Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: http://www.cde.ca.gov/ci/rl/cf/documents/elaedfswchapter11.pdf

- Clearly and effectively communicate through oral presentations a claim with sound evidence to support.
- Use appropriate register in oral presentations keeping in mind audience and purpose of task.
- Determine a central idea of a text. (R12)
- Examine not only how a central idea is developed but also how details in the text influence and add to a central idea. (R12)
- Use the key details of a text to provide a summary that is free of personal opinions or feelings. (R12)
- 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)
- Recognize complex characters and understand their role in a text. (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)
- Recognize how complex characters propel the action in the story or add to the development of a theme. (RL3)
- Write informative texts that examine and 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 into a one unified understanding, achieving a new insight. (W7)

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 writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.  

Notebooks entries in Unit 4 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: 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 six different sources. Use academic language and maintain a formal tone.

### 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
- 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
**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.