

Course Outline

High School District-wide

Title: ELD 1 / ELD 1 Lab

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: English

Grade Level (s): 9 – 12

Semester _____ Year X

Year of State Standards Adoption 2012

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

Department/Cluster Approval Date

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

NONE

2. Short description of course which may also be used in the registration manual:

The purpose of ELD 1 is to develop English language skills, academic skills, and life skills in English learner students at the emerging level of English language development. The ELD 1 course places emphasis on the development of listening, speaking, reading and writing skills through thematic units that include content area and career connections. Students will explore a variety of literature genre, learn cognitive academic skills (i.e. strategies for reading comprehension, vocabulary development, test-taking, critical thinking, and research), and develop their writing, grammar, language usage, mechanics, and spelling. Students will utilize technology and media to support the development of vocabulary, fluency, and comprehension. Unit themes, essential questions, relevant literature, and extended learning activities also help to motivate students and increase multicultural awareness and appreciation.

An ELD 1 Lab section is required for each ELD 1 course. The lab reinforces and supports the ELD course with supplementary materials and extended oral and writing practice.

- 3. Describe how this course integrates the school's Student Learning Outcomes (SLOs) (text will vary by school site):**
- A. Students will apply academic skills by:
 - a. decoding English phonemes
 - b. learning content vocabulary
 - c. learning basic grammar structures and language functions
 - d. using charts, graphs, maps
 - e. writing sentences, paragraphs, journals, and reports
 - f. reading informational and biographical text, myths, stories, and poetry
 - B. Students will apply career-readiness skills by:
 - a. solving real-life problems
 - b. working in cooperative groups
 - c. utilizing technology in preparing assignments
 - d. setting goals and prioritizing assignments
 - C. Students will utilize technology as a tool by:
 - a. using computer-based and online programs
 - b. using word-processing applications for personal and class projects
 - c. using the Internet to research topics
 - D. Students will demonstrate effective personal and interpersonal skills by:
 - a. recording assignments in agendas
 - b. creating and meeting time lines
 - c. keeping journals and reading logs
 - d. working in collaborative groups
 - e. assuming roles in collaborative group structure
 - E. Students will show awareness and respect for diverse communities by:
 - a. reading and discussing a wide range of culturally diverse material
 - b. respecting other students and adults
 - F. Students will prepare to be healthy individuals by:
 - a. discussing examples of good mental and physical health
 - b. developing a positive self-image through personal and academic growth
- 4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:**
- A. Provide a rich variety of multicultural literature through classroom libraries.
 - B. Provide bilingual dictionaries for students' use.
 - C. Use the "Out-of-School Literacy" activities to activate prior knowledge and make connections with information to be learned.
 - D. Use visual aids, such as pictures, graphic organizers, transparencies, films, realia and audio/video CD's during classroom instruction.
 - E. Read literature aloud and utilize Selection Readings CDs and Fluency Model CDs to model fluency.
 - F. Use literacy strategies, including but not limited to word meaning, metacognition, text structure, prior knowledge and inferences, to improve reading and thinking skills.
 - G. Use a variety of collaborative learning strategies to provide students with opportunities for student-student verbal interactions and promote the acquisition of academic content and language.

- H. Use pre-reading strategies when approaching a new piece of literature.
- I. Present historical and mythological references and other concepts for which English learners may not have a cultural reference.
- J. Define abstract concepts in concrete terms using specific examples.
- K. Encourage students to express themselves through various projects including oral presentations, posters, PowerPoint presentations, journals, poetry, and book reports.

5. Describe the interdepartmental articulation process for this course:

Each unit includes *Content Area Connections* activities, which provide ELD teachers with several opportunities to collaborate with content area teachers. These activities allow students to develop their writing and presentation skills through the ELD course while expanding their subject matter knowledge through the content area course.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Each unit includes a *Workplace Workshop* activity that provides the students an opportunity to explore possible career options. Each activity introduces students to a specific job, the job's requirements, responsibilities and duties, and job-related vocabulary. The activity also provides students an opportunity for additional research about the job through the publisher's website, myNGconnect.com.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

- *2014 Edge* Fundamentals Student Book
- *2014 Edge* Fundamentals Teacher's Edition
- Assessment Handbook

B. Supplemental Materials and Resources:

- *2014 Edge* Fundamentals Interactive Practice Book
- *2014 Edge* Fundamentals Grammar and Writing Practice Book
- *2014 Edge* Fundamentals Library
- *2014 Edge* Language and Grammar Lab TE
- *Inside Phonics* Reading Practice Book
- *Inside Phonics* Teacher Scripts
- Sound/Spelling Cards
- Letter and Word Tiles
- Placement and Gains Tests

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- *2014 Edge* Fundamentals Student e-Edition CD-ROM
- *2014 Edge* Fundamentals Reading & Writing Transparencies
- *2014 Edge* Fundamentals Language Function and Grammar Transparencies
- *2014 Edge* Fundamentals Selection Readings and Fluency Models CDs
- *2014 Edge* Fundamentals Language CD
- *Inside Phonics* Decoding Transparencies
- *Inside Phonics* Sounds & Songs CDs
- *myNGconnect* Online Resource
- *Edge* Comprehension Coach

8.

▪ **Objectives of Course**

The objective of the ELD 1 / ELD 1 Lab course is to develop the English language skills of the students and to prepare students to successfully transition to ELD 2 / ELD 2 Lab by mastering the appropriate California ELD standards.

▪ **Unit detail including projects and activities including duration of units (pacing plan).**

(See attached: *Unit Detail and Pacing Plan*)

▪ **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used).**

2012 ELD Standards

2014 ELD & ELA Framework

2010 California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

*These documents are available for viewing and download on the California Department of Education website or on the El Monte Union High School District website.

▪ **Student performance standards:**

PART I

Collaborative

1. Students will be able to engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences.
2. Students will be able to collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.
3. Students will be able to use fixed phrases (e.g., *Would you say that again?, I think...*) to negotiate with or persuade others in conversations (e.g., ask for clarification or repetition).
4. Students will be able to adjust language choices according to the context (e.g., classroom, community) and who the listeners/readers are (e.g., peers, teachers).

Interpretive

5. Students will be able to demonstrate comprehension or oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and visual support.
6. Students will be able to a) explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words, and b) explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using familiar verbs (e.g., *suggests that, seems*).
7. Students will be able to explain the ways an author structures text and uses introductory words and phrases to indicate inclusion of reasoning and evidence to support claims.

8. Students will be able to explain how an author's choice of phrasing or words (e.g., describing a character or action as *aggressive* vs. *bold*) produces a different effect on readers and listeners.

Productive

9. Students will be able to plan and deliver short oral presentations and reports on familiar topics.
10. Students will be able to a) create short summaries of grade-appropriate literary and informational texts using key words and phrases, and b) write short literary and informational text on personal and familiar academic topics collaboratively with peers or independently, using models for support.
11. Students will be able to a) express attitude and opinions or temper statements with familiar modal expressions (e.g., *can*, *may*), and b) justify opinions by articulating some textual evidence with visual support.
12. Students will be able to a) use familiar general academic (e.g., *temperature*, *document*) and domain-specific (e.g., *cell*, *the Depression*) words to create clear spoken and written texts, and b) use knowledge of morphology to appropriately select basic affixes (e.g., *The skull protects the brain.*).

PART II

Structuring Cohesive Texts

1. Students will be able to apply knowledge of different text types by identifying basic visual and linguistic elements of various text structures (e.g., poem, story, list of procedures) and using them to write brief texts.
2. Students will be able to a) apply knowledge of resources that make texts more cohesive (e.g., conjunctive adverbials such as *first*, *second*, *finally*) to comprehend well-structured, grade-appropriate texts that sequence and summarize information, and b) apply knowledge of resources that make texts more cohesive (e.g., using pronouns or synonyms to refer back to characters or concepts introduced earlier) and other language resources to create short spoken and written texts that connect ideas.

Expanding & Enriching Ideas

3. Students will be able to use appropriate verb tenses and aspects (e.g., past, present, progressive) and verb types (e.g., activity, narration, existence, exposition) appropriate for the text type and discipline to create short texts on familiar academic topics.
4. Students will be able to expand noun phrases by using knowledge of parts of speech (e.g., nouns, prepositions) to create increasingly detailed sentences (e.g., adding adjectives for precision) about personal and familiar academic topics.
5. Students will be able to use adjectives and adverbs and basic prepositional phrases (e.g., *in the middle*) to expand noun and verb phrases, add important details, and enrich the meaning of sentences.

Connecting & Condensing Ideas

6. Students will be able to combine clauses in basic ways to make connections between and to join ideas (e.g., creating compound sentences using *and*, *but*, *so*).
7. Students will be able to condense ideas by using a basic set of appropriate linking words or phrases (e.g., *so*, *because*) to combine clauses (e.g., *I want to read this book because it describes the solar system.*) into more complex sentences.

- **Evaluation/assessment/rubrics**

Teacher prepared assessments

2014 Edge cluster tests

2014 Edge unit tests

Other assessment resources:

End of Level Test

Reading Level Gains Tests

English Language Gains Tests

- **Include minimal attainment for student to pass course**

The following grading scale is for the entire course including tests, quizzes, participation, homework, and benchmark exams:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	below 60%

A student must receive a class average of 60% to pass this course.

Suggested 2018-2019 PACING PLAN OVERVIEW
ELD 1 - Edge Fundamentals

Month	Week 1		Week 2	Week 3	Week 4	Week 5	
August					Unit 1	Unit 1	
September	Unit 1		Unit 1	Unit 1	Unit 1		
October	Unit 2		Unit 2	Unit 2	Unit 2	Unit 2	
November		Unit 2	Unit 3	Unit 3	<i>Thanksgiving Holiday Week</i>	Unit 3	
December	Unit 3		Unit 3	Unit 3 (Finals)	WINTER BREAK		
January	WINTER BREAK		Unit 4	Unit 4	Unit 4	Unit 4	
February	Unit 4		Unit 4	Unit 5	Unit 5		
March	Unit 5		Unit 5	Unit 5	Unit 5		
April	Unit 6		Unit 6	Unit 6	SPRING BREAK	Unit 6	
May		Unit 6	Unit 6	Unit 6	Unit 6	Unit 6	
June	(Finals)						

Edge Level Fundamentals: Unit 1 Detail

Proposed Duration: 6 weeks

Unit Theme	All About ME	Cluster Themes																								
Essential Question	Who Am I?	1: Think about your name. 2: Learn how your family and culture are part of you. 3: Discover how your body is unique.																								
Unit Story Titles	Photo Essay - First Names (Greta Gilbert) Play Excerpt - From Romeo & Juliet, Act 2, Scene 2 (William Shakespeare) Short Story - Growing Together (Carmen Agra Deedy) Poem - My People (Langston Hughes) Expository Nonfiction - Ways to Know You (Mimi Mortezaei) Magazine Article - Who is She? (Greta Gilbert)																									
Edge Library	Nonfiction - Houses (Harley Chan) Nonfiction - Families (Ann Morris)																									
Student Materials	Student Book: pp. 2-79 Interactive Practice Book: pp. 4-39 Grammar & Writing Practice Book: pp.1-33	Transparencies Key Vocabulary: 1 (Word Web) Vocabulary Strategy: 1-3 Academic Language Frame: 1-7 Writing: 1-2 Grammar: 1-18 Language Transfer: 1-12 Inside Phonics: 2, 4, 6, 8, 10-18, 21, 22, 27-32, 35																								
Teacher Materials	Teacher Edition (TE): pp. T1A-T79B Interactive Practice TE: pp. 1-39 Grammar & Writing Practice TE: pp. 1-33 Language & Grammar Lab TE: pp. 2-19 Inside Phonics w/TE Resource Kit	Audio / Technology Selection CD 1: Tracks 1-6 Fluency Model CD: Tracks 1-3 Language CD: Tracks 1-3 myNGconnect for Students (www.myngconnect.com) Edge Comprehension Coach																								
Reading	Strategy: Visualize: Form Mental Images Literary Analysis: Analyze Characters in a Play Elements of Poetry: Patterns Fluency: Phrasing Accuracy and Rate Intonation Phonics Review: Short Vowel Sounds Initial and Final Blends Long Vowels (o, e, i, u)	Key Vocabulary (• Academic Vocabulary) <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">call</td> <td style="width: 33%;">beautiful</td> <td style="width: 33%;">find</td> </tr> <tr> <td>different</td> <td>grow</td> <td>idea</td> </tr> <tr> <td>everyone</td> <td>hard</td> <td>no one</td> </tr> <tr> <td>everywhere</td> <td>home</td> <td>pattern</td> </tr> <tr> <td>friend</td> <td>leave</td> <td>scientist</td> </tr> <tr> <td>like</td> <td>miss</td> <td>similar</td> </tr> <tr> <td>other</td> <td>together</td> <td>special</td> </tr> <tr> <td>unique</td> <td>wait</td> <td>study</td> </tr> </table> Vocabulary Workshop Relate Words: Word Categories, Concept Clusters, Synonyms and Antonyms (T6)	call	beautiful	find	different	grow	idea	everyone	hard	no one	everywhere	home	pattern	friend	leave	scientist	like	miss	similar	other	together	special	unique	wait	study
call	beautiful	find																								
different	grow	idea																								
everyone	hard	no one																								
everywhere	home	pattern																								
friend	leave	scientist																								
like	miss	similar																								
other	together	special																								
unique	wait	study																								
Writing	Response to Literature: Write About Literature • Quick-write (T25) • Reflection (T45) • Explanation (T67) Written Composition • Write a Postcard (T28) • Write an Interview (T48)	Language Workshop Language Functions: Give Information (T7) Ask and Answer Questions (T25) Ask for and Give Information (T49) Grammar: Use the Verbs: Be, Do, Have (T8) Use Complete Sentences (T26) Use Subject Pronouns (T50) Listening & Speaking: Listen to the Conversation Talk About a Friend (T9) Research & Speaking: Expand the Story (T27) Listen to the Conversation Do a Survey (T31) Listen to a Rap Play a Guessing Game (T51)																								
Unit Project	Introduce a Classmate: Partner Profile (T1D)	Workplace Workshop Learn on the Job: Part-time Jobs (T70)																								
Writing Project	Write a Poem: Expressive (T74)	Assessment Cluster Tests: pp. 1b-1j Unit 1 Test: pp. 2-11																								

Edge Level Fundamentals: Unit 2 Detail

Proposed Duration: 6 weeks

Unit Theme	Wisdom of the Ages	Cluster Themes																								
Essential Question	What Makes Us Wise?	1: Find out how taking good advice makes us wise. 2: Think about the wisdom of elders and mentors. 3: Think about different kinds of wisdom.																								
Unit Story Titles	Folk Tale - How Ananse Gave Wisdom to the World (Kofi Asare Opoku) Web Forum - Good Advice from Teens (Various Teens) Biography - <i>From Be Water, My Friend: The Early Years of Bruce Lee</i> (Ken Mochizuki) Short Fiction - Hands (An Na) Memoir - Mathematics (Alma Flor Ada) Poem - Remember (Joy Harjo)																									
Edge Library	Nonfiction - Freedom Readers (Fran Downey) Graphic Novel - Who's Got Game? (Toni and Slade Morrison)																									
Student Materials	Student Book: pp. 80-157 Interactive Practice Book: pp. 42-77 Grammar & Writing Practice Book: pp. 34-66	Transparencies																								
		Vocabulary Strategy: 4-6 Academic Language Frame: 8-14 Writing: 3-4 Grammar: 19-36 Language Transfer: 4, 13-17 Inside Phonics: 19-20, 23-26, 36-38, 40																								
Teacher Materials	Teacher Edition (TE): pp. T79C-T157B Interactive Practice TE: pp. 40-77 Grammar & Writing Practice TE: pp. 34-66 Language & Grammar Lab TE: pp. 20-37 Inside Phonics w/TE Resource Kit	Audio / Technology																								
		Selection CD 1: Tracks 7-12 Fluency Model CD: Tracks 4-6 Language CD: Tracks 4-6 myNGconnect for Students (www.myngconnect.com) Edge Comprehension Coach																								
Reading	Strategy: Ask Questions Literary Analysis: Describe Characters Analyze Story Elements: Character Analyze Elements of Poetry: Repetition Fluency: Accuracy and Rate Expression Phrasing Phonics Review: Long Vowel Patterns Digraphs (ch, tch, sh, th, wh, ng, ck)	Key Vocabulary (• Academic Vocabulary) <table style="width: 100%; border: none;"> <tr> <td>angry</td> <td>break</td> <td>connect</td> </tr> <tr> <td>difficult</td> <td>explain</td> <td>history</td> </tr> <tr> <td>lonely</td> <td>fight</td> <td>joy</td> </tr> <tr> <td>problem</td> <td>harm</td> <td>listen</td> </tr> <tr> <td>selfish</td> <td>rest</td> <td>poor</td> </tr> <tr> <td>share</td> <td>touch</td> <td>receive</td> </tr> <tr> <td>simple</td> <td>tough</td> <td>remember</td> </tr> <tr> <td>solution</td> <td>understand</td> <td>rich</td> </tr> </table> Vocabulary Workshop Use Word Parts: Compound Words, Suffixes, Suffixes and Compound Words (T84)	angry	break	connect	difficult	explain	history	lonely	fight	joy	problem	harm	listen	selfish	rest	poor	share	touch	receive	simple	tough	remember	solution	understand	rich
angry	break	connect																								
difficult	explain	history																								
lonely	fight	joy																								
problem	harm	listen																								
selfish	rest	poor																								
share	touch	receive																								
simple	tough	remember																								
solution	understand	rich																								
Writing	Response to Literature: Write About Literature <ul style="list-style-type: none"> • Problem-and-Solution Paragraph (T101) • Explanation (T123) • Journal Entry (T145) Written Composition <ul style="list-style-type: none"> • Write About a Folk Tale (T104) • Write a Comic Strip (T126) 	Language Workshop Language Functions: Describe Actions (T85) Express Likes and Dislikes (T105) Express Needs and Wants (T127) Grammar: Use Action Verbs (T86) Use Present Progressive Verbs (T106) Use Nouns and Verbs in Sentences (T128) Listening & Speaking: Listen to an Interview Guess the Action (T87) Listen to a Conversation Talk About a Sport (T107) Listen to A Poem For That, You Need This (T129)																								
Unit Project	Book of Proverbs: Create a Book of Proverbs (T79F)	Workplace Workshop Education Careers (T148)																								
Writing Project	Write an Advice Column: Expository (T152)	Assessment Cluster Tests: pp. 12b-12j Unit 2 Test: pp. 13-22																								

Edge Level Fundamentals: Unit 3 Detail

Proposed Duration: 6 weeks

<p>Unit Theme Global Village</p> <p>Essential Question What Makes Us the Same? What Makes Us Different?</p>	<p>Cluster Themes</p> <p>1: Talk about how our environments make us different. 2: Think about how the experiences we share make us the same. 3: Find out how our hopes and dreams make us different.</p>																								
<p>Unit Story Titles</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%; border: none;">Expository Nonfiction</td> <td style="border: none;">If the World Were a Village (David J. Smith)</td> </tr> <tr> <td style="border: none;">Poem -</td> <td style="border: none;">The Same (Francisco X. Alarcón)</td> </tr> <tr> <td style="border: none;">Magazine Article -</td> <td style="border: none;">Freaky Food (Nancy Shepherdson)</td> </tr> <tr> <td style="border: none;">Narrative Nonfiction -</td> <td style="border: none;">Behind the Veil (Philip Devitt)</td> </tr> <tr> <td style="border: none;">Photo Essay -</td> <td style="border: none;">The Simple Sport (Sara Chiu)</td> </tr> <tr> <td style="border: none;">Short Fiction -</td> <td style="border: none;">Alphabet City Ballet (Erika Tamar)</td> </tr> <tr> <td style="border: none;">Song Lyrics -</td> <td style="border: none;">You Can Get It If You Really Want (Jimmy Cliff)</td> </tr> </table>		Expository Nonfiction	If the World Were a Village (David J. Smith)	Poem -	The Same (Francisco X. Alarcón)	Magazine Article -	Freaky Food (Nancy Shepherdson)	Narrative Nonfiction -	Behind the Veil (Philip Devitt)	Photo Essay -	The Simple Sport (Sara Chiu)	Short Fiction -	Alphabet City Ballet (Erika Tamar)	Song Lyrics -	You Can Get It If You Really Want (Jimmy Cliff)										
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<p>Student Materials</p> <p>Student Book: pp. 158-239 Interactive Practice Book: pp. 80-117 Grammar & Writing Practice Book: pp. 67-99</p>	<p>Transparencies</p> <p>Key Vocabulary: 2 (Idea Web) Vocabulary Strategy: 7-9 Academic Language Frame: 15-21 Writing: 5-6 Grammar: 37-54 Language Transfer: 18-21 Inside Phonics: 42-43, 46-53, 65-66</p>																								
<p>Teacher Materials</p> <p>Teacher Edition (TE): pp. T157C-T239B Interactive Practice TE: pp. 78-117 Grammar & Writing Practice TE: pp. 67-99 Language & Grammar Lab TE: pp. 38-55 Inside Phonics w/TE Resource Kit</p>	<p>Audio / Technology</p> <p>Selection CD 2: Tracks 1-8 Fluency Model CD: Tracks 7-9 Language CD: Tracks 7-9 myNGconnect for Students (www.myngconnect.com) Edge Comprehension Coach</p>																								
<p>Reading</p> <p>Strategy: Determine Importance</p> <p>Literary Analysis: Analyze Text Features: Headings Analyze Text Features: Globes Analyze Elements of Poetry Analyze Setting</p> <p>Fluency: Accuracy and Rate Expression Phrasing</p> <p>Phonics Review: Long Vowel Sounds Verbs with <i>-ed, -ing</i> Words with <i>-y</i></p>	<p>Key Vocabulary (• Academic Vocabulary)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">crowded</td> <td style="width: 33%;">belief</td> <td style="width: 33%;">become</td> </tr> <tr> <td>decide</td> <td>experience</td> <td>dream</td> </tr> <tr> <td>enough</td> <td>forget</td> <td>easy</td> </tr> <tr> <td>hungry</td> <td>popular</td> <td>practice</td> </tr> <tr> <td>instead</td> <td>religion</td> <td>respect</td> </tr> <tr> <td>meal</td> <td>sport</td> <td>succeed</td> </tr> <tr> <td>safe</td> <td>truth</td> <td>try</td> </tr> <tr> <td>village</td> <td>uncomfortable</td> <td>victory</td> </tr> </table> <p>Vocabulary Workshop</p> <p>Use Word Parts: Suffixes (<i>-er, -y</i>), Prefixes (<i>re-, un-</i>), and Compound Words (T162)</p>	crowded	belief	become	decide	experience	dream	enough	forget	easy	hungry	popular	practice	instead	religion	respect	meal	sport	succeed	safe	truth	try	village	uncomfortable	victory
crowded	belief	become																							
decide	experience	dream																							
enough	forget	easy																							
hungry	popular	practice																							
instead	religion	respect																							
meal	sport	succeed																							
safe	truth	try																							
village	uncomfortable	victory																							
<p>Writing</p> <p>Response to Literature: Write About Literature</p> <ul style="list-style-type: none"> • Opinion Statement (T183) • Invitation (T203) • Journal Entry (T227) <p>Written Composition</p> <ul style="list-style-type: none"> • Write a Photo Essay (T186) • Write a Comparison-Contrast Paragraph (T206) 	<p>Language Workshop</p> <p>Language Functions: Describe People and Places (T163) Make Comparisons (T187, T207)</p> <p>Grammar: Use Adjectives Before Nouns (T164) Use Adjectives That Compare (T188) Use Possessive Nouns (T208)</p> <p>Listening & Speaking: Listen to a Chant: Describe a Picture (T165) Research & Speaking: Use a Bar Graph (T185) Listen to a Description Play a Comparison Game (T189) You Be the Judge (T209)</p>																								
<p>Unit Project</p> <p>Multimedia Presentation: Create a Book Poster (T157F)</p>	<p>Workplace Workshop</p> <p>“Green” Careers (T230)</p>																								
<p>Writing Project</p> <p>Write a Description: Descriptive (T234)</p>	<p>Assessment</p> <p>Cluster Tests: pp. 23b-23j Unit 3 Test: pp. 24-33</p>																								

Edge Level Fundamentals: Unit 4 Detail

Proposed Duration: 6 weeks

Unit Theme Survival	Cluster Themes 1: Think about how luck helps survivors. 2: Find out how creative thinking can help people survive. 3: Explore how the body and the mind work together for survival.																								
Essential Question What Does It Take to Survive?																									
Unit Story Titles	Short Story - Two Were Left (Hugh B. Cave) Newspaper Article - Tornado Survivor Called “the luckiest man on earth” (Wes Johnson) News Feature - Surviving Katrina (Daphne Liu) Nonfiction - Maps Magazine Article - Test Your Survival Skills (Nick D’Alto) Science Article - Fight or Flight? What your Body Knows About Survival (James E. Porter) Magazine Profile - Survivor Rulon Gardner: Hardheaded (Andrea Minarcek)																								
Edge Library	Graphic Novel - Hercules (Paul Storrie) Nonfiction - Wicked Weather (Beth Geiger)																								
Student Materials Student Book: pp. 240-323 Interactive Practice Book: pp. 120-159 Grammar & Writing Practice Book: pp. 100-132	Transparencies Key Vocabulary: 3-5 Vocabulary Strategy: 10-12 Academic Language Frame: 22-28 Writing: 7-8 Grammar: 55-72 Language Transfer: 3, 22-25 Inside Phonics: 41, 54, 56-58, 61, 69, 71																								
Teacher Materials Teacher Edition (TE): pp. T240C-T323B Interactive Practice TE: pp. Grammar & Writing Practice TE: pp. Language & Grammar Lab TE: pp. 56-73 Inside Phonics w/TE Resource Kit	Audio / Technology Selection CD 2: Tracks 9-15 Fluency Model CD: Tracks 10-12 Language CD: Tracks 10-12 myNGconnect for Students (www.myngconnect.com) Edge Comprehension Coach																								
Reading Strategy: Plan and Monitor: <ul style="list-style-type: none"> • Preview and Predict • Preview and Set a Purpose • Clarify Vocabulary Literary Analysis: Analyze Text Features: Photos & Captions Analyze Plot Compare Fiction and Nonfiction Fluency: Accuracy and Rate Expression Intonation Phrasing Phonics Review: R-controlled vowels (<i>er, ir, ur, ar, or</i>) Long Vowels (<i>ai, ay, ie, igh</i>)	Key Vocabulary (• Academic Vocabulary) <table style="width: 100%; border: none;"> <tr> <td>damage</td> <td>choice</td> <td>blood vessel</td> </tr> <tr> <td>defenseless</td> <td>disaster</td> <td>circumstances</td> </tr> <tr> <td>die</td> <td>neighbor</td> <td>danger</td> </tr> <tr> <td>fear</td> <td>obstacle</td> <td>energy</td> </tr> <tr> <td>injured</td> <td>safety</td> <td>escape</td> </tr> <tr> <td>powerful</td> <td>save</td> <td>perspire</td> </tr> <tr> <td>recover</td> <td>stranger</td> <td>physical</td> </tr> <tr> <td>weak</td> <td>victim</td> <td>system</td> </tr> </table> Vocabulary Workshop Use a Dictionary: Multiple-meaning Words (T244)	damage	choice	blood vessel	defenseless	disaster	circumstances	die	neighbor	danger	fear	obstacle	energy	injured	safety	escape	powerful	save	perspire	recover	stranger	physical	weak	victim	system
damage	choice	blood vessel																							
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die	neighbor	danger																							
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injured	safety	escape																							
powerful	save	perspire																							
recover	stranger	physical																							
weak	victim	system																							
Writing Response to Literature: Write About Literature <ul style="list-style-type: none"> • Survival Guide (T267) • Opinion Statement (T289, T311) Written Composition <ul style="list-style-type: none"> • Paragraph: Continue the Story (T270) • Write About a Challenge (T292) 	Language Workshop Language Functions: Describe an Experience (T245) Describe a Past Event (T271) Give and Carry Out Commands (T293) Grammar: Use Past Tense Verbs (T246) Use Past Tense Irregular Verbs (T272) Use Commands (T294) Listening & Speaking: Listen to a Story Tell Your Story (T247) Listen to a News Report Talk About a Weather Event (T273) Listen to a Rap Role Play a Phone Call (T295)																								
Unit Project Safety Demonstration (T239F)	Workplace Workshop Public Safety Careers (T314)																								
Writing Project Write an Expository Paragraph: Expository (T318)	Assessment Cluster Tests: pp. 34b-34j Unit 4 Test: pp. 35-46																								

Edge Level Fundamentals: Unit 5 Detail

Proposed Duration: 6 weeks

Unit Theme	Fitting In	Cluster Themes																									
Essential Question	How Important Is It To Fit In?	1: Think about when it is worth it to try to fit in. 2: Learn what makes people feel good about themselves. 3: Talk about how people can create their own space.																									
Unit Story Titles	Novel Excerpt - Frijoles (Gary Soto) Fable - The Jay and the Peacocks (based on the fable by Aesop) Persuasive Essays - Cochlear Implants: Two Sides of the Story (Caitlin Parton & Tanya S.) Quote - A Different Drummer (Henry David Thoreau) Photo Essay - High School (Jona Frank) Short Story - The Right Moves (Yeemay Chan) Poem - I'm Nobody (Emily Dickinson)																										
Edge Library	Classic Fiction - Frankenstein (Mary Shelley) Nonfiction - Women Work for Change (Susan E. Goodman)																										
Student Materials	Student Book: pp. 324-405 Interactive Practice Book: pp. 162-199 Grammar & Writing Practice Book: pp. 133-165		Transparencies																								
			Key Vocabulary: 6-8 Vocabulary Strategy: 13-15 Academic Language Frame: 29-35 Writing: 9-10 Grammar: 73-90 Language Transfer: 26 Inside Phonics: 59-61, 68, 71, 75-76																								
Teacher Materials	Teacher Edition (TE): pp. T323C-T405B Interactive Practice TE: pp. Grammar & Writing Practice TE: pp. Language & Grammar Lab TE: pp. 74-91 Inside Phonics w/TE Resource Kit		Audio / Technology																								
			Selection CD 3: Tracks 1-9 Fluency Model CD: Tracks 13-15 Language CD: Tracks 13-15 myNGconnect for Students (www.myngconnect.com) Edge Comprehension Coach																								
Reading	Strategy: Make Connections Literary Analysis: Interpret Fables Distinguish Fact and Opinion Compare Genres Compare Characters Fluency: Accuracy and Rate Expression Phrasing Phonics Review: Words with <i>oi, oy, oo</i> <i>R</i> -controlled vowels (<i>ear</i>) Silent consonants (<i>wr, kn, mb</i>)		Key Vocabulary (• Academic Vocabulary) <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">agreement</td> <td style="width: 33%;">attention</td> <td style="width: 33%;">nervous</td> </tr> <tr> <td>alone</td> <td>device</td> <td>nobody</td> </tr> <tr> <td>arrive</td> <td>disability</td> <td>participate</td> </tr> <tr> <td>exotic</td> <td>disadvantage</td> <td>perform</td> </tr> <tr> <td>jealous</td> <td>identify</td> <td>somebody</td> </tr> <tr> <td>ordinary</td> <td>separate</td> <td>sponsor</td> </tr> <tr> <td>prepare</td> <td>situation</td> <td>support</td> </tr> <tr> <td>suggest</td> <td>social</td> <td>tension</td> </tr> </table> Vocabulary Workshop Use Context Clues: Synonym and Antonym Clues, Multiple-Meaning Words, Use Example Clues (T328)	agreement	attention	nervous	alone	device	nobody	arrive	disability	participate	exotic	disadvantage	perform	jealous	identify	somebody	ordinary	separate	sponsor	prepare	situation	support	suggest	social	tension
agreement	attention	nervous																									
alone	device	nobody																									
arrive	disability	participate																									
exotic	disadvantage	perform																									
jealous	identify	somebody																									
ordinary	separate	sponsor																									
prepare	situation	support																									
suggest	social	tension																									
Writing	Response to Literature: Write About Literature <ul style="list-style-type: none"> • Analysis (T347) • Opinion Statement (T371) • Explanation (T393) Written Composition <ul style="list-style-type: none"> • Write a Letter to a Pen Pal (T350) • Write a Blog (T374) 		Language Workshop																								
			Language Functions: Express Intentions (T329) Express Opinions (T351) Express Ideas and Feelings (T375) Grammar: Use Verbs in the Future Tense (T330) Use Prepositions (T352) Use Object Pronouns (T376) Listening & Speaking: Listen to a Chant: Talk About Plans (T331) Research & Speaking: Country Profile (T349) Listen to a Speech: Say What You Think (T353) Listen to a Conversation: Pass It On (T377)																								
Unit Project	Multimedia Presentation: TV Talk Show (T323F)	Workplace Workshop	Technology Careers (T396)																								
Writing Project	Write a Fact-and-Opinion Paragraph: Expressive (T400)	Assessment	Cluster Tests: pp. 47b-47j Unit 5 Test: pp. 48-59																								

Edge Level Fundamentals: Unit 6 Detail

Proposed Duration: 6 weeks

Unit Theme	What Matters Most	Cluster Themes																									
Essential Question	What Is Most Important in Life?	1: Think about how your attitude affects your life. 2: Explore what it means to do the right thing. 3: Consider how love matters.																									
Unit Story Titles	Play - Luck (Elena Castedo) Memoir - Young at Heart (Huynh Quang Nhuong) Nonfiction - The Marketplace (Davene Wasser) Short Story - The Scholarship Jacket (Marta Salinas) Article - Eye on Cheaters (from <i>Current Events</i>) Short Story - The Gift of the Magi (adapted from O. Henry) Poem - Shoulders (Naomi Shihab Nye)																										
Edge Library	Realistic Fiction - Maasai Dreamer (Adrienne Frater) Contemporary Fiction - Any Small Goodness (Tony Johnston)																										
Student Materials	Transparencies																										
Student Book: pp. 406-499 Interactive Practice Book: pp. 202-241 Grammar & Writing Practice Book: pp. 166-198	Key Vocabulary: 9-10 Vocabulary Strategy: 16-18 Academic Language Frame: 36-42 Writing: 11-12 Grammar: 91-108 Inside Phonics: 44, 83, 85-87, 90-91																										
Teacher Materials	Audio / Technology																										
Teacher Edition (TE): pp. T405C-T499B Interactive Practice TE: pp. Grammar & Writing Practice TE: pp. Language & Grammar Lab TE: pp. 92-109 Inside Phonics w/TE Resource Kit	Selection CD 3: Tracks 10-21 Fluency Model CD: Tracks 16-18 Language CD: Tracks 16-18 myNGconnect for Students (www.myngconnect.com) Edge Comprehension Coach																										
Reading	Key Vocabulary (• Academic Vocabulary)																										
Strategy: Make Inferences Literary Analysis: Analyze a Memoir Analyze Setting Analyze Plot Connect Characters and Theme Fluency: Accuracy and Rate Expression Intonation Phrasing Phonics Review: Compound Words Multi-syllabic Words Prefixes and Suffixes	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">exchange</td> <td style="width: 33%;">behavior</td> <td style="width: 33%;">generosity</td> </tr> <tr> <td>fair</td> <td>cheat</td> <td>invent</td> </tr> <tr> <td>inspire</td> <td>dignity</td> <td>precious</td> </tr> <tr> <td>luck</td> <td>honest</td> <td>proud</td> </tr> <tr> <td>offer</td> <td>integrity</td> <td>reflect</td> </tr> <tr> <td>refuse</td> <td>recognize</td> <td>sacrifice</td> </tr> <tr> <td>reveal</td> <td>standard</td> <td>sensitive</td> </tr> <tr> <td>spirit</td> <td>tradition</td> <td>wish</td> </tr> </table>			exchange	behavior	generosity	fair	cheat	invent	inspire	dignity	precious	luck	honest	proud	offer	integrity	reflect	refuse	recognize	sacrifice	reveal	standard	sensitive	spirit	tradition	wish
exchange	behavior	generosity																									
fair	cheat	invent																									
inspire	dignity	precious																									
luck	honest	proud																									
offer	integrity	reflect																									
refuse	recognize	sacrifice																									
reveal	standard	sensitive																									
spirit	tradition	wish																									
	Vocabulary Workshop																										
	Interpret Figurative Language: Review Similes and Idioms (T410)																										
Writing	Language Workshop																										
Response to Literature: Write About Literature <ul style="list-style-type: none"> • Explanation (T433) • Position Statement (T459) • Freewrite (T487) Written Composition <ul style="list-style-type: none"> • Write a Skit (T436) • Write About Cheating (T462) 	Language Functions: Give and Follow Directions (T411) Engage in Discussion (T437) Retell a Story (T463) Grammar: Use Different Kinds of Sentences (T412) Use Phrases and Clauses (T438) Use Complex Sentences (T464) Listening & Speaking: Listen to a Conversation: Draw a Map (T413) Research & Speaking: Country Profile Listen to a Discussion: Discuss Important Ideas (T439) Listen to a Folk Tale: Retell a Story (T465)																										
Unit Project	Multimedia Presentation: Gallery Walk Collage (T405F)	Workplace Workshop Finance Careers (T490)																									
Writing Project	Write a Personal Narrative: Personal Narrative (T494)	Assessment Cluster Tests: pp. 60b-60j Unit 6 Test: pp. 61-72																									