### TUSD CURRICULUM MAP

**HS ELD Level III – Low Intermediate**

**Quarter 1**

**Unifying Concept: Choices**

<table>
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<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
<th>Suggested Extended Text(S):</th>
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<tr>
<td><strong>ENDURING UNDERSTANDING:</strong></td>
<td><strong>FOCUS LITERARY TEXT(S):</strong></td>
<td>Breaking Through by Francisco Jiménez</td>
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<td>People make choices every day.</td>
<td>The Good Samaritan</td>
<td>Miracle’s Boys by Jacqueline Woodson</td>
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<td>Family, friends, circumstances and society can all affect the choices a person makes.</td>
<td>Thank You Ma’am</td>
<td>The Trojan Horse by Justine and Ron Fontes</td>
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<td><strong>ESSENTIAL QUESTION:</strong></td>
<td><strong>INFORMATIONAL TEXT(S):</strong></td>
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<td>What causes people to make good choices? What influences others to make poor or harmful choices?</td>
<td>The Grapes of Wrath (excerpt) – Required Close Reading Selection</td>
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<td>The World is in Their Hands</td>
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<td>Juvenile Justice from Both Sides of the Bench</td>
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<th>Interdisciplinary Connections:</th>
<th>Workplace Workshop: Research legal careers</th>
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**Performance Assessment:**

- **Summative:**
  - Quarter 1 Unit Assessment
  - Response to Literature: In “The Grapes of Wrath” (excerpt), you read about Mae’s choice. What circumstances influence Mae’s choice in the selection? Does it seem like the right choice? Explain your answer, using evidence from the text to support your answer.
  - Narrative writing assignment: (Writing Project, Edge B, Unit 1) Write an autobiographical narrative about a choice you made.
  - Interview: (Listening/Speaking assignment, Edge B Unit 1, Cluster 2) Interview about a person in history

- **Formative:**
  - Required close Reading selection
  - Edge reading strategies and activities and cluster tests (optional)
  - Routine writing (power writing, dictations, journals, Writers’ Workshop, etc.)
  - Routing listening/speaking (dictations, Cornell notetaking from lectures, read alouds, role plays, cloze listening, interviews, presentations)
  - Routine grammar activities (SEI Super Strategies)

**Targeted Standards, in addition to the constant standards**

### Reading – Literary Focus

**V-R-2: Identify and manipulate the sounds of the English language and decode words.**
- LI-5 Apply knowledge of inflectional ending, to include regular and irregular forms, in context.
- LI-6 Apply knowledge of affixes to base words in context.
- LI-9 Apply knowledge of word order (i.e., syntax) to confirm decoding of content area text.

**V-R-4: Analyze text for expression, enjoyment, and response to other related content areas.**
- LI-2: Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.
- LI-3: Formulate and confirm predictions about text for accuracy.
- LI-15 Describe the characteristics of the major and minor characters in a fictional text.
- LI-16 Describe the setting from a fictional text.
- LI-17 Identify the conflict, climax, and resolution of a fictional text.
- LI-18 Relate illustrations to fictional text.
- LI-19: Compare, contrast, and describe the connection between two characters within a fictional text.
- LI-35: Explain different elements of figurative language, including simile, metaphor, and personification in a literary selection.

### Writing – Narrative Focus

**V-W-1: Express his or her thinking and ideas in a variety of writing genres.**
- LI-1: Write one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting.
- LI-5: Use commas to punctuate series, dates, letters, direct address, introductory words, phrases, clauses, compound sentences, appositives.
- LI-6: Use quotation marks to punctuate dialogue, titles, and exact words from sources.

**V-W-3: Use the steps of the writing process as a writing piece moves toward completion.**
- LI-1 Generate and organize ideas before writing and maintain a record of ideas (e.g., brainstorming, listing, journaling, webbing, etc.).
- LI-9: Add transitional words and phrases to the draft in order to clarify meaning.
- LI-10: Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.
- LI-11: Apply appropriate tools and strategies (e.g., peer review, checklists, rubrics) to refine the draft.

**V-W-4: Integrate elements of effective writing to develop engaging and focused text.**
- LI-3: Write with an identifiable purpose for a specific audience.
- LI-4: Use appropriate format for the type of writing (e.g., letter, poem, narrative, essay).
- LI-7: Use transitions among sentences, paragraphs, and ideas.

**V-W-5: Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.**
- LI-2: Locating and evaluating informational sources about a topic.
- LI-3: Express one’s needs and emotions in complete sentences.
- LI-4: Participate in formal and informal socio-functional communication tasks using complete sentences with instructional support.
- LI-11: Provide an appropriate response to given formal and informal situations.

### Language – Grammar – V-L-1 Identify and apply conventions of standard English in his or her communications.
- Write in complete sentences, compound subjects, subject/verb agreement, avoiding fragments, present perfect progressive (V): LI-3: Use imperative verbs. (e.g., Put the markers in the box.)
- LI-28 - 30: Produce declarative, negative, and interrogative simple sentences using present perfect progressive, past perfect progressive and future perfect
progressive tense verbs.

(SC):LI-1 Select a subject to complete a given sentence. (e.g., singular, plural, compound subject, or collective nouns)

(SC):LI-2 Identify the predicate in all sentence construction patterns.

(SC):LI-3 Produce sentences with a subject, linking verb, and complement (S-V-C) with subject-verb agreement.

(Q):LI-3 Produce questions, beginning with various form of "to be" and containing a complement, which require yes or no responses.

(Q):LI- 4-14 Produce questions in the present progressive, simple past, simple future, past progressive, future progressive, present perfect, past perfect, future perfect, past perfect progressive and future perfect progressive tenses that require a yes or no response.


(Q):LI-24: Produce Yes/No questions beginning with a modal auxiliary verb.

(Q):LI-28: Produce tag questions.

Language – Vocabulary -V-L-2: Acquire English language vocabulary and use it in relevant contexts.

LI-7: Determine the meaning of vocabulary, using base/root words and affixes (e.g., Latin, Greek, Anglo-Saxon).

LI-11-12 Apply knowledge of homonyms and homographs in context.

LI-13: Analyze the parts and spelling of a word to derive meaning.

LI-20: Identify and apply cross-categorial academic vocabulary. (e.g., describe, explain, evaluate, paragraph)

Constant Standards – taught throughout the year

V-R-2: Identify and manipulate the sounds of the English language and decode words.

LI-4: Apply knowledge of basic syllabication rules when decoding unfamiliar words in content area text.

V-R-3: Read with fluency and accuracy.

LI-1: Read grade-level text aloud with 90% comprehension.

LI-2: Read grade-level text silently with 90% comprehension.

V-R-4: Analyze text for expression, enjoyment, and response to other related content areas.

LI-4: Answer literal, inferential, prediction, evaluation, and/or personal response questions about text.

LI-7: Summarize connections to text while reading. (e.g., text-to-text, text-to-self, and text-to-world)

LI-14: Draw conclusions from information implied or inferred in a literary selection.

LI-21: Apply understanding of content area vocabulary within math, science, and social studies texts.

LI-23: Locate information in print and electronic reference sources for a specific reason.

LI-30: Determine information that is relevant, irrelevant, or missing in functional text. (e.g., legend, illustrations, diagram, sequence)

LI-31: Compare and contrast two items within an expository text.

V-W-1: Express his or her thinking and ideas in a variety of writing genres.

LI-3: Write an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion.

V-W-2: Identify and apply conventions of standard English in his or her communications.

LI-3: Use capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations.

LI-13: Use verb tenses (simple, progressive, and perfect) in a variety of writing applications.

V-W-3: Use the steps of the writing process as a writing piece moves toward completion.

LI-2: Use a variety of organizational strategies to plan writing.

LI-3: Determine the purpose (e.g., to entertain, to inform, to persuade, to explain) of a writing piece.

LI-4: Determine the intended audience of a writing piece.

LI-5: Use a prewriting plan to develop the main idea(s) with supporting details.

LI-6: Sequence ideas into a cohesive, meaningful order.

LI-7: Reorganize the draft to clarify meaning.

LI-8: Add relevant and/or delete irrelevant information from the draft.

LI-13: Identify punctuation, spelling, and grammar errors in the draft.

LI-16: Apply appropriate tools and strategies (e.g., peer review, checklists, rubrics) to edit the draft.

LI-17: Present writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.

LI-18: Use time-management strategies, when appropriate, to produce a final draft within a specified period of time.

V-W-4: Integrate elements of effective writing to develop engaging and focused text.

LI-1: Include an identifiable main idea, topic sentence, and/or thesis statement.

LI-2: Provide reasons (primary supports) and examples (secondary support) to support main idea, topic sentence and/or thesis statement.

LI-5: Use an introduction to draw in the reader.

LI-6: Use details to support the main idea, topic sentence, and/or thesis statement.

V-LS-1: Listen actively to the ideas of others in order to acquire new knowledge.

LI-2: Distinguish between the individual words of a sentence.

LI-3: Summarizing main ideas/concepts and supporting details from fiction and nonfiction read-alouds in complete sentences.

LI-4: Sequencing events from read-alouds, presentations and conversations.

LI-5: Paraphrase main idea/concepts and key points/details of presentations.

LI-6: Respond to social conversations by rephrasing information, asking questions, offering advice, sharing experiences, expressing thoughts.

LI-7: Responding to questions and statements in academic discussions by asking questions and sharing views on facts, ideas, and/or events.

LI-9: Requesting further information to clarify ideas and concepts.

LI-10: Recognizing the language nuances of a speaker. (e.g., a subtle difference in tone, expression, meaning, etc.)

V-LS-2: Express orally his or her own thinking and ideas.

LI-5: Ask and respond to academic questions in complete sentences.

LI-6: Share a personal experience/story with descriptive language supported by details and examples in complete sentences.

LI-7: Report detailed information on a topic supported by concrete details, commentary, and examples in complete sentences.

V-L-1 Identify and apply conventions of standard English in his or her communications. (see “targeted standards”)

V-L-2: Acquire English language vocabulary and use it in relevant contexts.

LI-1: Read and classify words in conceptual categories and provide rationale for classification.

LI-4: Explain the meaning of grade-specific academic vocabulary and symbols with support.

LI-14: Use semantic clues (e.g., sentence and paragraph context, the organizational pattern of text) to derive meaning of words in context.

LI-15: Determine the meaning of words through the use of multiple strategies in adapted grade-level text.

LI-16: Use reference materials, print and/or electronic, to identify meaning, spelling pronunciation, and usage of words.