## TUSD CURRICULUM MAP

### HS ELD Level III – Low Intermediate

#### Quarter 3

**Unifying Concept: The Hero Within**

<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>ENDURING UNDERSTANDING: Heroes change the world around them in some way, and are a common theme in literature across time and cultures.</td>
<td><strong>EDGE B:</strong> LITERARY TEXT(S): &lt;br&gt;The Sword in the Stone (short story) &lt;br&gt;A Job for Valentín (short story) &lt;br&gt;Hero (song lyrics) &lt;br&gt;The Woman in the Snow (short story)</td>
<td><strong>Hercules</strong> by Paul Storrie &lt;br&gt;September 11, 2001, Attack on New York City by Wilborn Hampton &lt;br&gt;Left Behind by Velma Wallis</td>
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<td>ESSENTIAL QUESTION: What makes a hero?</td>
<td>INFORMATIONAL TEXT(S): &lt;br&gt;Was There a Real King Arthur? (historical analysis) &lt;br&gt;In the Hear of a Hero (feature article) &lt;br&gt;Rosa Parks (magazine profile) &lt;br&gt;The American Promise (speech)</td>
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**Required Close Reading selection**

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

**Reading – Informational Focus**

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

- LI-1 Compare and contrast fiction and nonfiction.
- LI-2 Identify various genres of fiction based upon their characteristics.
- LI-3 Formulate and confirm predictions about text for accuracy.
- LI-6 Relate a literary selection by sequencing events using transition words.
- LI-9 Locate sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)
- LI-10 Locate signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)
- LI-11 Identify signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)
- LI-12 Determine the cause and effect relationship of two related events in a literary selection.
- LI-13 Describe the characteristics of the major and minor characters in a fictional text.
- LI-15 Relate illustrations to fictional text.
- LI-19 Compare, contrast, and describe the connection between two characters within a fictional text.

**Writing – Expository Focus**

**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-5 Use commas to punctuate series, dates, letters, direct address, introductory words, phrases, clauses, compound sentences, appositives.

**V-W-3:** Students 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-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.
- LI-15 Apply proofreading marks to indicate errors in conventions.
- LI-16 Apply appropriate tools and strategies (e.g., peer review, checklists, rubrics) to edit the draft.

**V-W-4:** The student will 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-8 Use a variety of paragraph strategies. (e.g., topical, chronological, cause and effect)
- LI-10 Use language appropriate to purpose, topic, and audience.
- LI-12 Use precise vocabulary and descriptive phrases that convey the intended message.
- LI-14 Use a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses).
- LI-15 Use a variety of sentence structures (i.e., simple, compound, complex) for sentence fluency.

**Listening and Speaking – V-LS-2:** Express orally his or her own thinking and ideas.

- LI-2: Recite poems, chants, and tongue twisters, with appropriate rhythm, rate, phrasing and expression.
- LI-8: delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion.

**Language – Grammar**

**V-L-1** Identify and apply conventions of standard English in his or her communications. present and past, past progressive, future, direct objects, subject and object pronouns

**V-L-8** Use adverbs to show cause and effect.

**V-L-9** Produces contrast adverbs with instructional support. (e.g., while, although, whereas)

**V-L-10** Use simple past tense irregular verbs to produce declarative, negative, and interrogative simple sentences.

**V-L-11** Produce declarative, negative, and interrogative simple sentences using irregular simple past tense verbs.
V-L-12: Produce declarative, negative, and interrogative simple sentences using the simple future tense (e.g., will).
V-L-15: Produce declarative, negative, and interrogative simple sentences using the past progressive tense with subject-verb agreement
V-L-17: Produce sentences using modal auxiliary verbs, negative modal auxiliary verbs and present progressive modals.
V-L-2: Differentiate between past, present, and future by responding.
V-L-29: Produce declarative, negative, and interrogative simple sentences using past perfect progressive tense verbs.
V-L-6: Produce declarative, negative, and interrogative simple sentences using present simple tenses with subject-verb agreement
V-L-8: Differentiate between the use of simple present and present progressive by responding to a prompt.
V-L-9: Produce declarative, negative, and interrogative simple sentences using past progressive tense verbs with subject-verb agreement
(SC): LI-7: Produce complete sentences with a subject, verb, direct object, and indirect object (S-V-DO-IO) with subject-verb agreement.
(SC): LI-8: Produce complete sentences with a subject, verb, indirect object, and direct object (S-V-IO-DO) with subject-verb agreement.
(Q): LI-4: 14-Produce questions in the present progressive, simple past, simple future, past progressive, future progressive, present perfect, past perfect, future perfect progressive and future perfect progressive tenses that require a yes or no response.

**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-13: Analyze the parts and spelling of a word to derive meaning.
LI-16: Use reference materials, print and/or electronic, to identify meaning, spelling, pronunciation, and usage of words.

**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.
LI-14: Use subject-verb agreement in sentences 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: Identifying punctuation, spelling, and grammar errors in the draft.
LI-16: Applying 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: Distinguishing 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 ideas/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.