## TUSD CURRICULUM MAP

### HS ELD Level II – Basic

#### Quarter 1

**Unifying Concept: Challenges/Changes**

### FOCUS LITERARY TEXT(S):**
- The Scholarship Jacket (close reading selection) [support link](#)
- The Race / The Camel Dances
- Hatchet (excerpt)
- Yang the Youngest
- Elizabeth’s Diary [support link](#)

### INFORMATIONAL TEXT(S):**
- Antarctic Adventure [support link](#)
- Why Do Leaves Change color in the Fall? [support link](#)

### SUGGESTED EXTENDED TEXT(S):**
- Heinle Reading Library: *Treasure Island*
- Changes:
  - *Our Strange New Land: Elizabeth’s Jamestown Colony Diary* - Patricia Hermes
  - *And Now Miguel-Joseph Krumgold Tuck Triumphant* - Theodore Taylor

### Interdisciplinary Connections:
- **Science** - Classify Animals, Learn About Combustion, Nutrition, Trees
- **Social Studies** - Learn About Bodies of Land and Water, Learn the Meanings of “Culture,” Understand State Flag

### Performance Assessment:

#### Summative:
- Visions quarterly assessment
- Response to Literature (from required close reading) In “The Scholarship Jacket” you read about someone working for something she wanted. Write a 3-paragraph narrative about working for something you wanted. Include at least two references to “The Scholarship Jacket” to compare or contrast your experience with Martha’s experience in the story.
- Narrative writing assignment: A narration tells a story. Write about someone you admire who has faced a challenge. Write his or her story. You are writing because you think that the story is inspiring and you want to share it with other people.
- Listening & Speaking Workshop (Visions B, Unit 1) Present and respond to a speech

#### Formative:
- Visions reading strategies and activities
- Required close reading activity
- Routine writing (power writing, dictations, journals, etc.)
- Routing listening/speaking (dictations, read alouds, role pays, cloze listening, interviews, presentations)
- Routine grammar activities (SEI Super Strategies)

### Targeted Standards, in addition to Constant Standards

#### Reading – Literary Focus

**V-R-4:** Analyze text for expression, enjoyment, and response to other related content areas.
**B-3:** formulating and confirming predictions about text for accuracy.
**B-13:** identifying the cause and effect relationship of two related events in a literary selection.
**B-18:** relating illustrations to fictional text.

#### Writing – Narrative

**V-W-2:** Identify and apply conventions of standard English in his or her communications.
**B-9:** using apostrophes to punctuate contractions, singular possessives, and plural possessives.
**V-W-3:** Use the steps of the writing process as a writing piece moves toward completion.
**B-10:** using a variety of sentence structures (i.e., simple and compound) to improve sentence fluency in the draft, with instructional support.

#### Speaking and Listening – Present and respond to a speech

**V-LS-2:** Express orally his or her own thinking and ideas.
**B-6:** sharing a personal experience/story supported by details and examples in complete sentences.

#### Language – Grammar

**V-L-1:B** - Identify and apply conventions of standard English in his or her communications. Past tense, Complex sentences, Could and Couldn’t, Simple present tense, Future tense with “will”

**V-L-2:** Acquire English language vocabulary and use it in relevant contexts.
**B-6:** using contractions and identifying the words that comprise contractions.
**B-18:** identifying the meaning of an idiom (e.g., raining cats and dogs, feeling blue).
**V-R-2: Identify and manipulate the sounds of the English language and decode words.**
B-6: applying knowledge of spelling pattern exceptions.
B-9: reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings.
B-10: applying knowledge of affixes to base words in context.
B-11: reading high-frequency words.

**V-R-3: Read with fluency and accuracy.**
B-1: reading grade-level subject matter passages aloud fluently with 90% comprehension.

**V-R-4: Analyze text for expression, enjoyment, and response to other related content areas.**
B-2: identifying common forms of literature based upon their characteristics.
B-4: answering literal questions about text.
B-5: generating clarifying questions.
B-6: retelling a literary selection by sequencing events using transition words.
B-7: making connections to text while reading. *(e.g., text-to-text, text-to-self, and text-to-world)*
B-8: determining the main idea *(explicit and implicit)* and supporting details in text.
B-12: identifying the author's point of view and/or main purpose *(i.e., to inform, to persuade, to entertain).*
B-14: drawing conclusions from information implied or inferred in a literary selection.
B-23: locating information in print and electronic reference sources for a specific purpose.

**V-W-1: Express his or her thinking and ideas in a variety of writing genres.**
B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting.
B-3: writing an expository paragraph that includes a topic sentence, supporting details, and a conclusion.

**V-W-2: Identify and apply conventions of standard English in his or her communications.**
B-3: using capitalization at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations.
B-4: using end punctuation.
B-5: using commas.
B-11: using paragraph breaks to indicate an organizational structure.
B-12: using various subjects in sentences in a variety of writing applications.
B-13: using verb tenses *(simple and progressive)* in a variety of writing applications.

**V-W-3: Use the steps of the writing process as a writing piece moves toward completion.**
B-1: generating and organizing ideas before writing and maintain a record of ideas.) with support.
B-2: using a variety of organizational strategies to plan writing.
B-6: sequencing ideas into a cohesive, meaningful order.
B-8: adding relevant and/or deleting irrelevant information from the draft, with instructional support.
B-13: identifying punctuation, spelling, and grammar errors in the draft, with instructional support.

**V-W-4: Integrate elements of effective writing to develop engaging and focused text.**
B-1: including an identifiable main idea/topic sentence.
B-2: providing reasons *(primary supports)* and examples *(secondary supports)* to support main idea/topic sentence.
B-3: writing with an identifiable purpose for a specific audience.
B-5: using an introduction to draw in the reader, with instructional support.
B-6: using details to support the main idea/topic sentence.

**V-W-5: Demonstrate research skills by using a variety of reference materials**
B-2: selecting information from more than one teacher-provided source about a teacher-selected topic.
B-5: paraphrasing information and citing the source.

**V-LS-1: Listen actively to the ideas of others in order to acquire new knowledge.**
B-5: retelling main ideas/concepts and key points/details of presentations using complete sentences.
B-6: responding to social conversations by rephrasing/repeating information, asking questions, and expressing one’s thoughts.
B-7: responding in complete sentences to questions and statements in academic discussions.
B-9: asking questions to clarify ideas, and concepts.

**V-LS-2: Express orally his or her own thinking and ideas.**
B-2: reciting simple poems and repeated-patterned speech with appropriate rhythm, rate, and phrasing.
B-3: expressing one’s needs and emotions in complete sentences.
B-4: participating in social conversations; sharing personal information, experiences, opinions, and abilities using complete sentences.
B-5: asking and responding to academic questions in complete sentences. *(e.g., making comparisons, describing events, etc.)*
B-8: delivering a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion.
B-11: providing an appropriate response to given formal and informal situations.

**V-L-1:B - Identify and apply conventions of standard English in his or her communications.** taught in order of complexity

**V-L-2: Acquire English language vocabulary and use it in relevant contexts.**
B-3: identifying the meaning/usage of high frequency words and applying them in context.
B-7: determining the meaning of vocabulary, using linguistic Anglo-Saxon base/root words and affixes.
B-11: identifying the meaning of individual words within a set of homonyms.
B-13: analyzing the parts and spelling of a word to derive meaning.
B-14: using semantic clues to derive meaning of words in context.
B-20: recognizing cross-categorical academic vocabulary. *(e.g., describe, explain, evaluate, paragraph)*