### TUSD CURRICULUM MAP

**HS ELD Level II – Basic**

**Quarter 3**

**Unifying Concept: Discoveries**

<table>
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<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
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| **ENDURING UNDERSTANDING:** Literary and informational text can provide different viewpoints and presentations of the same or similar events. | LITERARY TEXT(S): Visions Level B: The Library Card (excerpt from a novel), by Jerry Spinelli
At the Library (poem), by Nikki Grimes
The Art of Swordsmanship (folktale), (required close reading selection) by Rafe Martin [support images]
How Tia Lola Came to Visit Stay (excerpt from a novel), by Julia Alvarez
The Miracle Worker (excerpt from a play), by William Gibson
FOCUS INFORMATIONAL TEXT(S): Visions Level B: Discovering the Inca Ice Maiden (nonfiction narrative), by Johan Reinhard [support link]
Mae Jemison, Space Scientist (biography), by Gail Sakurai [support link]
Helen Keller (excerpt from a biography), by George [support link]

**SUGGESTED EXTENDED TEXT(S):** Heinle Reading Library: A Journey to the Center of the Earth, (adapted) - Jules Verne
Discovery:
The Library Card - Jerry Spinelli
Find Where the Wind Goes: - Mae Jemison
Tuck Everlasting – Natalie Babbitt
The Tiger Rising – Kate DiCamillo
Jason’s Gold – Will Hobbs
Travels with a Tangerine--Tim Mackintosh-Smith
Popular Science: Science Year by Year: Popular Science Magazine

### Interdisciplinary Connections:

| Social Studies – Understand the atmosphere and altitude; Read a weather map | The Arts – Learn about art in everyday objects |
| Science – Understand gravity; Learn about some causes of diseases | Language Arts – Use the library |

### Performance Assessment:

**Summative:**
- Visions quarterly assessment
- Functional writing assignment (Writer’s Workshop, Visions B Unit 4): Write an email. You want to tell a friend about the best book you have ever read. Write an e-mail message to recommend it to him or her.
- Nonfiction Narrative writing assignment (From Reading to Writing, Visions B Unit 4 Chapter 2) Write a first-person nonfiction narrative about a place you have visited. Write three paragraphs. Use “Discovering the Inca Ice Maiden” as a model.
- Listening/Speaking Workshop (Visions B Unit 4) - Interview and report a biographical sketch about a classmate’s hobby.

**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 the constant standards

**Reading – Informational & Literary**

| V-R-4: Analyze text for expression, enjoyment, information and understanding |
| B-3: formulating and confirming predictions about text for accuracy. |
| B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of) |
| B-17: identifying the conflict of a plot in a fictional text. |
| B-18: relating illustrations to fictional text. |
| B-19: comparing and contrasting two characters within a fictional text. |
| B-31: comparing and contrasting two items within an expository text. |

**Writing – Functional, Non-fiction Narrative**

| V-W-3: Use the steps of the writing process as a writing piece moves toward completion. |
| B-3: determining the purpose (i.e., to entertain, to inform, to explain) of a writing piece with instructional support. |
| B-5: using a prewriting plan to develop the main idea(s) with supporting details. |
| B-7: reorganizing the draft to clarify meaning. |
| B-16: applying appropriate tools and strategies (e.g., checklists, rubrics) to edit the draft. |
| B-17: presenting writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. |
| V-W-4: Integrate elements of effective writing to develop engaging and focused text. |
| B-4: using appropriate format for the type of writing. (e.g., letter, poem, narrative). |
| B-8: using a variety of paragraph strategies. (e.g., topical, chronological) with instructional support. |
| B-9: creating an ending that provides a sense of resolution or closure. |
| B-12: using precise vocabulary and descriptive phrases that convey the intended message. |

**Language – Grammar**

| V-L-1:B: Identify and apply conventions of standard English in his or her communications. |
| Relative clauses, “be” + Adjective + infinitive, adverbs of time, punctuating dependent clauses with although and when, present perfect tense, past progressive tense (V):B-15: choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames |
| (V):B-20: identifying the past participle; choosing a present perfect tense verb to complete declarative, negative, interrogative sentences. |
**Language - Vocabulary \ V-L-2: Acquire English language vocabulary and use it in relevant contexts.**

B-9: analyzing words based on a continuum of intensity. (e.g., tiny, small, medium, big, huge, enormous, gigantic)
B-16: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.

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**Constant Standards – taught throughout the year**

**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.
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: 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-1B - 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)