**HS ELD Level I – Reading/Grammar**

**Quarter I**

### Unifying Concept:
Our Surroundings / Introduction to School

### Big Ideas

#### ENDURING UNDERSTANDING:
An increased vocabulary and understanding of English conventions allows students to express themselves and gain knowledge of school.

#### ESSENTIAL QUESTION:
What do you need to do to be successful in school? What do we as humans have in common, and what makes us unique individuals?

### Selected Readings of Complex Texts

**FOCUS TEXT(S):** *Visions Introductory, Units A - D*
- *The American Flag*
- *Friends*
- *The Jefferson High News*

**SUPPLEMENTAL TEXT(S):**
- Functional school-based texts (schedules, calendars, maps, signs, posters, forms)
- Voices in Literature (bronze)
- Facts & Figures
- Very Easy True Stories
- Basic Grammar in Use
- Making Connections
- English in Action
- Visions Introductory Grammar workbook

### Interdisciplinary Connections:

- **Math**
  - numbers, money, telling time, schedules, dates, months, math vocabulary
- **Science**
  - body parts
- **Social Studies**
  - family structures, relationships, traditions, American holidays, career study, comparing homes and how people live around the world, weather as it relates to clothing

### Performance Assessment:

#### Summative:
- Quarterly assessments
- Oral re-telling of reading selection *see “Retelling for Summary Practice” or “Telling Back and Forth”*
- Interpretation of readings through non-verbal media (drawing, acting, graphics)
- Poetry recitation and writing
- Sentence or paragraph writing about a variety of subjects using targeted vocabulary and conventions.
- Vocabulary/spelling tests

#### Formative:
- Routine reading (reading journals and logs, read-alouds, SSR)
- Book discussions
- Free-write journal, based on SSR or on daily prompt
- Routing grammar activities (teacher-designed quizzes & tests, grammar/conventions skills practice, SEI Super Strategies)
- Dialogues using targeted skills

### Targeted Standards

**Reading** – Informational (functional documents)

**V-R-2:** Identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts

- E-9: reading base words and inflectional endings and identifying their functions (i.e., tense, plurality, comparison and part of speech).
- E-10: applying the spelling rules for adding suffixes to base words.

**Language - Grammar** – **V-L-1:** Identify and apply conventions of standard English.

- (N): E-1: defining a noun; using definite and indefinite articles with singular common nouns.
- (N): E-2: classifying common nouns as singular or plural, with definite and indefinite articles.
- (N): E-3: distinguishing between regular and irregular plural nouns.
- (V): E-1: identifying physical action, mental action, and state of being (i.e., to be) as verbs with instructional support.
- (V): E-5: conjugating simple present tense irregular verbs (i.e., to be, to have, to do, and to go) with instructional support.
- (V): E-6: selecting simple present tense regular verbs (*e.g.*, *jump, jumps*) with instructional support.
- (PRO): E-1: defining pronouns; and selecting singular and plural personal subjective pronouns to complete a given sentence.
- (PRO): E-3: defining possessive pronouns; selecting singular and plural personal possessive pronouns to complete a given sentence.
- (PRO): E-5: selecting demonstrative pronouns to complete a given sentence.
- (ADJ): E-1: defining adjectives; selecting adjectives to complete a given sentence.
- (ADJ): E-2: selecting a singular or plural possessive adjective to complete a given sentence.
- (ADJ): E-3: selecting sensory/personality adjectives to complete a given sentence.
- (PREP): E-1: using prepositions of location with instructional support.
**Constant throughout the year**

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<thead>
<tr>
<th>V-R-1:</th>
<th>Demonstrate understanding of print concepts of the English language.</th>
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<tbody>
<tr>
<td>E-1:</td>
<td>demonstrating the one-to-one correlation between a spoken word and a printed word.</td>
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<tr>
<td>E-2:</td>
<td>distinguishing between printed words, sentences, and paragraphs.</td>
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<td>E-3:</td>
<td>recognizing print conventions. (<em>e.g.</em>, punctuation, upper and lower case letters)</td>
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**V-R-2: Identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts**

| E-2:   | decoding regularly spelled multi-syllabic words and compound words. |
| B-2:   | applying knowledge of spelling pattern exceptions. |
| E-3:   | reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position |
| E-6:   | decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (*e.g.*, th, sh, ck) and diphthongs (*e.g.*, ea, ie, ee) and r-controlled vowels. |
| E-11:  | reading high-frequency words. |
| E-13:  | applying knowledge of word order (*i.e.*, syntax) to confirm decoding of text. |

**IV-R-3: Read with fluency and accuracy.**

| E-1:   | reading short passages aloud fluently (*i.e.*, accuracy, attention to punctuation) with 90% comprehension |

**V-R-4: Analyze text for expression, enjoyment, information and understanding**

| E-3:   | predicting text content using prior knowledge and text features. (*e.g.* illustrations, titles, topic sentences, key words) |
| E-4:   | answering literal questions about text. (*e.g.*, who, what, when, and where) |
| E-5:   | generating questions about text. |
| E-6:   | retelling a story or event by sequencing event with a beginning, middle and end using transition words. |
| E-7:   | making connections to text while reading. (*e.g.*, text-to-text and text-to-self) |
| E-8:   | identifying the main idea (*explicit*) and supporting details in text. |
| E-9:   | locating sequential/chronological order signal words in text. (*e.g.*, first, next, finally, today, now) |
| E-15:  | identifying character traits of the main character in a fictional text, with instructional support. |
| E-21:  | identifying content area vocabulary, including grade-level math, science and social studies. |
| E-22:  | following a written multiple-step procedural task. |
| E-20:  | interpreting information within functional documents (graphic organizers, manuals, recipes, memos, menus, directories, flyers, brochures). |
| E-31:  | comparing and contrasting two items within an expository text. |

**V-L-1: Identify and apply conventions of standard English.**  Progressively more complex usage of all parts of speech (see targeted standards)