# TUSD CURRICULUM MAP

## HS ELD Level I – Reading / Grammar

### Quarter 3

**Unifying Concept:** Close to Home / Introduction to Community

### Big Ideas

**ENDURING UNDERSTANDING:** Having knowledge and understanding of the traditions and customs community helps to form connections and relationships.

**ESSENTIAL QUESTIONS:**
- How do you live a healthy (physical, social, academic, economic) life?
- How do you make your dreams come true?
- What goals do you have for your life (and for next school year)?

### Selected Readings of Complex Texts

**LITERARY TEXT(S):** Visions Introductory, Units 4-6
- *A House of My Own* (personal narrative), by Sandra Cisneros
- *How to Eat a Poem* (poem), by Eve Merriam

**INFORMATIONAL TEXT(S):** Visions Introductory, Units 4-6
- *Perimeter and Area* (excerpt from a math textbook)
- *East City Community News*
- *Resources in the United States* (excerpt from a social studies textbook)
- *The Food Guide Pyramid* (expository text and diagram)
- *The Brookdale Community News* (required close reading assignment)

**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

**SUGGESTED EXTENDED TEXT(S):**
- Heinle Reading Library, Mini-Book Collection
- Teenagers in the Morning
- Saturday Afternoon
- Friends at Lunch
- *Don’t Make Me Laugh*, by James Stevenson
- *Jeremiah Learns to Read*, by Jo Ellen Bogart
- *Immigrant Kids*, by Russell Freedman
- *Swimmy*, by Leo Lionni
- *Through My Eyes*, by Ruby Bridges
- *Dedicated Kids Adopted Pigeon Creek and Brought It Back to Life*, by Molly Cone
- *Bread, Bread, Bread*, by Ann Morris
- *Pie in the Sky*, by Lois Ehlert
- *A Very Hungry Caterpillar*, by Eric Carle

### Interdisciplinary Connections:

**Math:** How to write a math problem, temperature conversions

**Science:** learn about nutrition. Learn about weather and climates

**Social Studies:** Ask and answer questions about pictures of homes of the past., countries and continents

### Performance Assessment:

**Summative:**
- Visions quarterly assessment
- teacher-designed quizzes & tests
- vocabulary/spelling tests

**Formative:**
- *Visions Intro* Unit 4-6 Chapter Quizzes
- Required close reading assignment
- Oral re-telling of reading selection *see “Retelling for Summary Practice” or “Telling Back and Forth”
- various classroom activities practicing skills working toward mastery of objectives
- work samples
- teacher-designed quizzes & tests
- Routing grammar activities (teacher-designed quizzes & tests, grammar/conventions skills practice, SEI Super Strategies)

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

**Reading – Informational and Literary**

**V-R-1:** The student will demonstrate understanding of print concepts of the English language.

**E-4:** identifying organizational features of a book/resource/dictionary

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

**E-3:** making predictions based on cover, title, illustrations and text.

**E-4:** answering literal questions about text (e.g., who, what, when, and where)

**E-12:** identifying the author's main purpose (e.g., to inform, to persuade, to entertain).

**E-15:** identifying character traits of the main character in a fictional text
E-16: describing the setting, using key words, from a fictional text
E-17: identifying the plot (sequence of events) in a fictional text
E-18: relating illustrations to fictional text.
E-25: identifying and using external text for a specific purpose (e.g., symbols, charts, maps, diagrams, illustrations, tables, timelines, and graphs)
E-34: identifying rhyme and repetition in poetry.

**Language – Grammar**

Possessive pronouns, Yes/no questions, Short answer questions, Present progressive (continuous) tense, Imperatives, Count and noncount nouns, Modals would and should, There is /there are, A/an (indefinite articles), Prepositions of place, Adjectives to describe

**V-L-1 identify and apply conventions of standard English in his or her communications.**

(N):E-2: classifying common nouns as singular or plural, with definite and indefinite articles.
(N):B-4: distinguishing between count and non-count nouns, with definite and indefinite articles as appropriate.
(N):E-6: defining possessive nouns; repeating phrases with singular possessive nouns.
(V):E-7: defining the present participle; selecting the appropriate form of “to be” used with the present participle (e.g., am walking, is walking)
(V):B-17: using modal auxiliary verbs (e.g., will, can, could, may, might, must, should, would) in a sentence using sentence frames.
(ADJ):E-3: selecting sensory/personality adjectives to complete a given sentence.
(PREP):E-2: using prepositions of direction with instructional support.
(Q):E-2: producing questions in the simple present tense that require a yes or no response.
SC:E-20: producing imperative sentences. (e.g. Open the door. Close the book.)

**Constant standards – taught throughout the year**

**V-R-1: Demonstrate understanding of print concepts of the English language.**

E-1: demonstrating the one-to-one correlation between a spoken word and a printed word.
E-2: distinguishing between printed words, sentences, and paragraphs.
E-3: recognizing print conventions. (e.g., punctuation, upper and lower case letters)

**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-7: reading high frequency words.
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-9: applying knowledge of word order (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)