# TUSD CURRICULUM MAP

## MS ELD Level III – Intermediate, Low

### Quarter 2

**Unifying Concept:** Changes/Courage

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
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<tbody>
<tr>
<td>ENDURING UNDERSTANDING:</td>
<td>LITERARY TEXT(S):</td>
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<tr>
<td>Informational text presents factual information about real people, places, and events, although the author may shape the information according to purpose and viewpoint.</td>
<td>And Now Miguel (play based on a novel)</td>
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<td>Tuck Triumphant (excerpt from a novel)</td>
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<td>The Journal of Jesse Smoke (historical fiction)</td>
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<td>ESSENTIAL QUESTION:</td>
<td>Ancient Ways (poem)</td>
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<tr>
<td>How do memoirs and biographies tell details about courage in unusual or difficult situations?</td>
<td>Life Doesn’t Frighten Me (poem) [support link poetry reading]</td>
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**SUGGESTED EXTENDED TEXT(S):**

- **Changes:** And Now Miguel-Joseph Krumgold
- **Courage:** The Diary of Anne Frank-Anne Frank
- **Out of the Dust:** Karen Hesse
- **A Single Shard:** Linda Sue Park
- **The Unknown Shore:** Robert Ruby
- **Charlotte’s Web:** E. B. White
- **Miracle’s Boys:** Jacqueline Woodson

**Interdisciplinary Connections:**

- **Social Studies** – Understand state flags, Describe social groups, Read a chart, Read a map
- **Science** – Learn about the respiratory system, Learn about temperature
- **Math** – Use rank order

### Performance Assessment:

**Summative:**
- Visions quarterly assessment
- Functional writing assignment: Record the events from one of the informational texts you read on a timeline. Then use the timeline to write a narrative of the events, including a variety of transition words and phrases. Add information from at least one other source to complete your narrative.
- Literary response (Writer’s Workshop, Visions B Unit 3): Write a definition of courage in response to the selections that you have read and the material that you have viewed. Write at least three paragraphs, each with a detail or fact or example to support your main idea.
- Listening/Speaking Workshop (Visions B Unit 3) Present and respond to a biographical narrative

**Formative:**
- Visions reading strategies and activities
- Required close reading activity
- Routine writing (power writing, dictations, journals, etc.)
- Routine 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 Focus

**IV-R-4:** Analyze text for expression, enjoyment, and response to other related content areas.
- LI-9: locating sequential/chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.
- LI-15: describing the characteristics of the major and minor characters within a fictional text.
- LI-19: identifying the plot and its components (e.g., main events, conflict, rising action, climax, falling action resolution) in a fictional text.
- LI-30: distinguishing fact from opinion in persuasive text by providing supporting evidence.

**Writing** – functional and literary response

**IV-W-1:** Express his or her thinking and ideas in a variety of writing genres.
- LI-6: writing a variety of functional text that addresses audience, stated purpose and context.

**Listening and Speaking** – all included in “Constant Standards”

**Language** – Grammar

**IV-L-1:** Identify and apply conventions of standard English in his or her communications.
- future conditional tense, simple past tense, adjective placement, present continuous tense, prepositional phrases, contractions, two-word verbs, conjunctions, superlative adjectives, indefinite adjectives, pronouns refers

**VI:**
- **LI-5:** using the simple present tense irregular verbs: to be, to have, to do, and to go to produce simple sentences
- **LI-7:** producing declarative, negative, and interrogative simple sentences using present progressive tense verbs
- **LI-9:** producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs
- **LI-10:** using the simple past tense irregular verbs: to be, to have, to do, and to go to produce simple sentences
- **LI-11:** producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs

**ADJ:**
- **LI-1:** producing a series of adjectives in the correct order (i.e., quantity/size/shape/color).
- **LI-6:** using indefinite adjectives.
**Language – Vocabulary**

**IV-L-2: Acquire English language vocabulary and use it in relevant contexts.**

- LI-1: defining and differentiating coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses.
- LI-10: applying knowledge of inflectional endings to include regular and irregular forms of words in content area text.
- LI-11: applying knowledge of affixes to base words in context.
- LI-6: applying contractions in context.
- LI-12: determining the appropriate definition of a multiple-meaning word in context with visual support.
- LI-15: identifying the meaning of idioms.

**Constant Standards – taught throughout the year**

**IV-R-2: Identify and manipulate the sounds of the English language and decode words.**

- LI-1: reading aloud passages from familiar content area text, observing phrasing, punctuation and expression.
- LI-2: identifying forms of literature based upon their characteristics.
- LI-4: answering literal and personal response questions about text.
- LI-5: generating clarifying questions about text.
- LI-6: retelling a literary selection by sequencing events using transition words.
- LI-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).
- LI-8: summarizing the main idea and supporting details from text using academic vocabulary.
- LI-12: determining the author's main purpose.
- LI-14: drawing conclusions from information implied or inferred in a literary selection.
- LI-21: applying understanding of content area vocabulary within math, science and social studies texts.
- LI-23: locating information in print and electronic reference sources for a specific purpose.

**IV-W-1: Express his or her thinking and ideas in a variety of writing genres.**

- LI-1: writing one or more narrative paragraphs that include characters, setting, sensory details and logical sequencing to develop the plot.
- LI-4: writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.

**IV-W-2: Identify and apply conventions of standard English in his or her communications.**

- LI-2: using common spelling of homonyms, inflectional endings prefixes and suffixes
- LI-3: writing sentences and simple paragraphs using appropriate capitalization
- LI-4: writing sentences and simple paragraphs using appropriate punctuation
- LI-5: using various subjects in sentences in a variety of writing applications.
- LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications.

**IV-W-3: Use the steps of the writing process as a writing piece moves toward completion.**

- LI-1: generating, organizing, and maintaining a record of ideas for pre-writing.
- LI-2: determining the purpose of a writing piece.
- LI-5: identifying and correcting errors in conventions in the draft, with instructional support.
- LI-6: presenting writing related to a content area in a format appropriate to audience and purpose.

**IV-W-4: Integrate elements of effective writing to develop engaging and focused text.**

- LI-1: writing clearly focused text that incorporates relevant details.
- LI-2: writing paragraphs with a logical organizing principle, transitions and relevant supporting details.
- LI-3: writing paragraphs using language appropriate to the audience and purpose (i.e., formal vs. informal).
- LI-4: writing paragraphs using phrases that convey intended meaning and style.
- LI-5: writing paragraphs using simple and compound sentences that vary in their beginnings, lengths, and patterns to enhance flow.

**IV-W-5: Demonstrate research skills by using a variety of reference materials**

- LI-4: paraphrasing information from a variety of sources.

**IV-L-7: Listen actively to the ideas of others in order to acquire new knowledge.**

- LI-7: responding to social conversations by rephrasing information, asking questions, offering advice, sharing experiences, expressing thoughts.
- LI-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.
- LI-9: summarizing main ideas and supporting details from content area presentations and discussions.

**IV-LS-2: Express orally his or her own thinking and ideas.**

- LI-3: expressing personal needs and emotions in complete sentences.
- LI-4: participating in formal and informal conversation tasks using complete sentences.
- LI-5: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.
- LI-6: providing an appropriate response to given formal and informal situations.
- LI-9: preparing and presenting personal narratives supported by details with descriptive language and using complete sentences.
- LI-10: preparing and delivering an expository report on academic content.

**IV-L-1: LI-1: Identify and apply conventions of standard English in his or her communications.**

- LI-1: reading and classifying words into conceptual categories and providing rationale for classification.
- LI-4: explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.
- LI-7: determining the meaning of base/root words and affixes to understand content area vocabulary.
- LI-13: analyzing grade-level content words in context to determine meaning with instructional support.
- LI-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.