**TUSD CURRICULUM MAP**

**MS ELD Level IV – High Intermediate**

**Quarter 2**

**Uniting Concept:** Survival and Journeys

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
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<tbody>
<tr>
<td>ENDURING</td>
<td>FOCUS LITERARY TEXT(S):</td>
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<tr>
<td>UNDERSTANDING:</td>
<td>Island of the Blue Dolphins (excerpt from a novel)</td>
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<tr>
<td>Informational text</td>
<td>I Have No Address (poem) [support link photos]</td>
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<td>presents factual information about real people, places, and events, although the author may shape the information according to purpose and viewpoint.</td>
<td>The Voyage of the Lucky Dragon (excerpt from a novel)</td>
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<td>The Time Bike (excerpt from a science fiction novel)</td>
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<td>Dame Shirley and the Gold Rush (excerpt from a novel) [literary response selection]</td>
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<td>INFORMATIONAL TEXT(S):</td>
<td>To Risk or Not to Risk</td>
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<td>The Next Great Dying (excerpt) [required close reading selection] [support lesson]</td>
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<td>Why We Can’t Get There From Here</td>
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<td></td>
<td>The California Gold Rush (excerpt) [literary response selection] [support link article]</td>
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<tr>
<td>SUGGESTED EXTENDED TEXTS: Heinle Reading Library:</td>
<td>The Swiss Family Robinson, 20,000 Leagues Under the Sea</td>
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<td><em>Island of the Blue Dolphins</em> – Journey: A Journey Through America, Thomas Locker</td>
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<td><em>The Voyage of the Lucky Dragon</em> – Journey to the Center of the Earth: Jules Verne</td>
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<td><em>The Time Bike</em> – Journey into Space: Wolfgang Engelhardt</td>
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<td><em>Home: A Journey Through America</em> – Thomas Locker</td>
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<td><em>Island of the Blue Dolphins</em> – <em>The International Space Station</em> – Jules Verne</td>
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**Interdisciplinary Connections:**
- **Math** – Solve a time problem
- **Science** – Learn about psychology, Learn about the migration of birds, Learn about natural resources
- **Social Studies** – Read a timeline, describe countries on a map, Learn about time zones

**Performance Assessment:**
- Summative:
  - Visions quarterly assessment
  - Expository writing assignment: (Writer’s Workshop, Visions C Unit 3) Use reference materials to write about a famous place people made a journey to in the history of the US.
  - Literary response: This quarter you read two texts about the Gold Rush. How are these two texts similar and how are they different? Write three paragraphs to compare and contrast the two selections.
  - Listening/Speaking Workshop (Visions C Unit 2 or Unit 3) Present and respond to a presentation or a role play
- Formative:
  - Visions chapter quizzes, reading strategies and activities
  - Required close reading activity
  - Routine writing (power writing, dictations, journals, etc.)
  - Routine listening/speaking (dictations, formal presentations w/listening rubrics, recitations, role plays, 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.
  - HI-1: comparing and contrasting fiction with nonfiction.
  - HI-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).
  - HI-9: locating sequential/chronological order signal words in text.
  - HI-10: locating signal words in text that indicate comparison/contrast (e.g., similarly, on the other hand, however, yet, in spite of).
  - HI-19: describing the plot and its components in a fictional text.
  - HI-28: interpreting information in functional documents.
  - HI-29: comparing and contrasting two items within an expository text.
  - HI-30: distinguishing fact from opinion and bias in persuasive text by providing supporting evidence.
  - HI-32: identifying the types of poetry by characteristics and structural elements.

**Writing – expository and literary**
- **IV-W-1:** Express his or her thinking and ideas in a variety of writing genres.
- HI-2: writing simple poetry using various techniques including use of figurative language.
- HI-5: organizing and recording hypotheses, reflections, questions, speculations, decisions, and conclusions around a scientific investigation.
- **IV-W-5:** Demonstrate research skills by using a variety of reference materials
  - HI-2: recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation.
  - HI-3: quoting or paraphrasing information sources, and supplying citations.

**Listening and Speaking**
- **Present and respond to a presentation or a role play**

**Language – Grammar**
- **IV-L-1-B:** Identify and apply conventions of standard English in his or her communications. Past Perfect Tenses, Dependent Clauses, Apostrophes, Subject & Object Pronouns, Contractions, Comparative & Superlative Adjectives, Adverbs
  - HI-25: differentiating between the use of action verbs and non-action/stative verbs (e.g., see/watch, hear/listen) in context.
  - HI-28: producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement.
(PRO): HI-1: using and justifying the appropriate personal subjective pronouns based upon the antecedent.

(ADJ): HI-7: using regular and irregular comparative and superlative adjectives.

(ADV): HI-3: using “how” adverbs.

(SC): HI-5: producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.

(SC): HI-23: completing a sentence frame of an independent clause + relative pronoun + dependent clause to form a complex sentence.

(SC): HI-24: completing a sentence frame consisting of a dependent clause + comma + independent clause to form a complex sentence.

**Language-Vocabulary IV-L-2: Acquire English language vocabulary and use in relevant contexts.** multiple-meaning words, context clues, root words

HI-15: distinguishing the literal and figurative meanings of idioms.

HI-16: determining the intended meaning of figurative language.

### Constant Standards – taught throughout the year

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

HI-11: applying knowledge of affixes to base words in context.

HI-14: applying knowledge of word order (syntax) to confirm decoding of text.

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

HI-1: reading aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression.

**IV-R-4: Analyze text for expression, enjoyment, and response to other related content areas.**

HI-2: identifying forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.

HI-3: generating and confirming predictions about text for accuracy.

HI-4: answering literal, inferential and personal response questions about text.

HI-5: generating clarifying questions about text.

HI-6: retelling a literary selection by sequencing events using transition words.

HI-8: summarizing the main idea and supporting details from text using academic vocabulary.

HI-9: locating sequential/chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.

HI-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).

HI-12: determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain)

HI-13: determining the cause and effect relationship between two related events in a literary selection.

HI-14: drawing conclusions from information implied or inferred in a literary selection.

HI-15: analyzing the motivations of the major and minor characters within a fictional text.

HI-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.**

HI-4: writing essays & reports based on a synthesis of research with topic sentences, main ideas, relevant facts, details, concluding statement

HI-8: writing an essay which states a clear position, convincing arguments and relevant evidence.

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

HI-2: using common spelling patterns and generalizations to spell words

HI-3: writing paragraphs using appropriate capitalization

HI-4: writing paragraphs using appropriate punctuation

HI-5: using various subjects in sentences in a variety of writing applications.

HI-6: using verb tenses (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.**

HI-1: generating, organizing, maintaining and evaluating ideas for pre-writing.

HI-2: determining the purpose (e.g., to entertain, to inform, to explain, to persuade) of a writing piece.

HI-3: evaluating information on a pre-writing plan (e.g., graphic organizer, KWL chart, log) to develop a draft with main idea.

HI-4: applying appropriate tools or strategies to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.

HI-5: identifying and correcting errors in conventions (e.g., sentence structure, spelling, capitalization, punctuation) in the draft.

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

HI-1: writing clearly focused text suited to an audience and purpose that incorporates relevant supporting details.

HI-2: writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions, and a conclusion.

HI-3: writing paragraphs showing an awareness of audience and appropriate to the topic and type of writing.

HI-4: writing paragraphs using original, varied and natural word choices, including literal and figurative language.

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

HI-1: writing essays and reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.

HI-4: paraphrasing and integrating information, and distinguishing between relevant and/or extraneous information.

**IV-LS-1: Listen actively to the ideas of others in order to acquire new knowledge.**

HI-7: responding to conversations by rephrasing information, asking questions, offering advice, sharing experiences, expressing thoughts.

HI-8: offering and justifying opinions and ideas in response to questions and statements in academic discourse.

HI-9: making inferences and drawing conclusions using evidence from content area presentations and

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

HI-4: participating in formal and informal conversation tasks using complete sentences.

HI-5: sharing a personal experience/story with descriptive language and supported by details and examples in complete sentences.

HI-6: making predictions and inferences about academic content using complete sentences.

HI-8: providing and justifying an appropriate response to given formal and informal situations.

HI-9: preparing and presenting personal narratives supported by details with descriptive language and using complete sentences

HI-10: preparing and delivering a persuasive report on academic content stating a clear position

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

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

HI-3: identifying the meaning/usage of high frequency words and applying them in context.

HI-4: explaining the meaning and usage of grade-specific academic vocabulary and symbols.

HI-7: analyzing the effect of affixes on base/root words (e.g., adding -ful to beauty makes it an adjective).

HI-10: applying knowledge of homonyms in context.

HI-12: determining the appropriate definition of a multiple-meaning word in context with visual support.

HI-13: analyzing grade-level content words in context to determine meaning.

HI-14: using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.