

# El Monte Union High School District

July 2011

## Course Outline

**High School:** District-Wide

Title: Academic Language Development (ALD) 2

Transitional\* \_\_\_\_\_ (Eng. Dept. Only)

Sheltered (SDAIE)\*      Bilingual\*     

AP\*\*      Honors\*\*     

Department: English

Grade Level (s): 10

Semester      Year X

Year of State Framework Adoption 1999

This course meets graduation requirements:

- ( ) English
- ( ) Fine Arts
- ( ) Foreign Language
- ( ) Health & Safety
- ( ) Math
- ( ) Physical Education
- ( ) Science
- ( ) Social Science
- (X) Elective

Department/Cluster Approval

Date


\*Instructional materials appropriate for English language learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

**1. Prerequisite(s):**

- **Long-term English Learner (LTEL):** EL for 6 years or more
- 10th grader
- CELDT overall level at intermediate or below

**2. Short description of course which may also be used in the registration manual:**

ALD 2 is designed to continue the development of student skills in reading, writing, and oral development. and serves as a reinforcement class for English 2P. The primary function of the course is to develop academic language skills for long term English Language Learners. *Students enrolled in ALD 2 must also be enrolled in English 2P with the same instructor.* This course shares the same core curriculum as English 2P, focusing on various reading skills aligned with English 2P’s core text, McDougal Little Literature Grade 10.

**3. Describe how this course integrates the schools ESLRS (Expected School-wide Learning Results):**  
(Site ESLRS may be inserted here)

- Academic Achievers: Students will further develop reading and writing skills.

- Critical Thinkers: Students will use critical thinking skills in their reading analysis and their writing assignments.
- Technology Competent Users: Students will use technology to research topics and create essays.
- Ethical, Respectful Individuals: Students will be respectful while working in diverse collaborative groups.
- Active Community Participants: Students will develop skills that will increase their ability to participate in the community.

**4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:**

- Oral language development and academic language use will be emphasized.
- Study skills and Cornell notes will be emphasized.
- RESEARCH BASED strategies and activities will take place to assist students in learning about the ways they best learn (SDAIE strategies, Marzano strategies, Kinsella strategies, etc.).
- Prior knowledge will be used to connect existing knowledge with knowledge to be learned.
- Vocabulary development will be emphasized.
- Graphic organizers such as pictures, realia, and audiotapes will be utilized during instruction in order to provide various learning modalities for the students.
- Engagement routines such as think-write-pair-share will be emphasized.
- Writing support scaffolds such as sentence-framing and paragraph-framing will be emphasized.

**5. Describe the interdepartmental articulation process for this course:**

Interdepartmental articulation is on-going and driven by a common need to improve literacy skills school-wide.

**6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:**

Students will be made aware that the skills taught and practiced in this course are crucial in the work force in all careers. Non-fiction and functional texts will be emphasized to draw connections to real-world applications. Students will be taught fundamental career skills such as drafting formal letters, conducting research, and interpreting work documents.

**7. Materials of Instruction (The ELD materials and suggestions for instructional strategies which would address the needs of English learners in the core programs should be used.)**

**A. Textbook(s) and Core Reading(s):**

*McDougal Littell Literature Grade 10*  
*McDougal Little Grammar for Writing Grade 10*

Readings may include, but are not limited to, the following:

<i>Night</i>	<i>Lord of the Flies</i>
<i>To Kill a Mockingbird</i>	<i>All Quiet on the Western Front</i>
<i>The House on Mango Street</i>	

## **B. Supplemental Materials and Resources:**

*McDougal Littell Interactive Student Text (eEdition) CD*

*McDougal Littell Media Smart CD*

*McDougal Littell Powerpresentations Grade 10 CD*

*McDougal Littell Grade 10 Interactive Reader*

*McDougal Littell Grade 10 Resource Manager*

*McDougal Littell Grade 10 Audio Anthology CD*

## **8. Objectives of Course; (Including Projects, Activities & Duration of Units); References to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics; Minimal Attainment for Student to Pass**

**Objectives of the course:** Develop academic language skill and extend the English 2P curriculum so that students are able to access proficiency in reading, writing, and oral expression.

- Students will receive support to master the California English Content Standards with an emphasis on developing oral, reading, and writing skills and achieving a C or better in their core English course.
- Students will write and speak with a command of academic language and standard English conventions.
- Students will produce persuasive, expository, analytical, narrative, and technical writings as assigned in their English 2P class.
- Students will write coherent and focused essays that convey a defined perspective and reasoned argument as assigned in their English 2P class. The writings will reflect an understanding of audience and purpose.

### **Unit detail including projects and activities including duration of units (pacing) plan:**

Regular daily lessons will align with the pacing of the English 2P curriculum\*. Curriculum mapping and individual unit plans stipulate identical recommended readings referenced in the English 2P unit plans with appropriately aligned skill focuses. Supplemental non-fiction readings have been incorporated, but it should be noted that ALD 2 is to be used primarily as an academic language extension in support of the existing English 2P curriculum.

Please see the following attached Academic Language Development 2 Curriculum Map and Unit Plans.

\*Note: please refer to italicized portion of item 2.

### **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used.**

All standards can be found in the *McDougal Littell California Literature Grade 10* text and are outlined in the EMUHSD *Curricular Map* for English 2P.

See also *McDougal Littell California Grade 10 Standards lesson File*.

**Student performance standards:**

Students will participate in class discussions, complete classroom assignments, home assignments, and assessments. The following is the grading scale used for overall performance:

90 - 100%	- A
80 - 89%	- B
70 - 79%	- C
60 - 69%	- D
Below 60%	- F

Since the purpose of the Academic Language Development course is to reinforce the English core course and is designed as an extension of the core course, the grade the student receives in the Academic Language Development course and the English core course should not vary by more than one LETTER grade as these courses are taught by the same teacher.

**Evaluation/assessment/rubrics**

Participation, reading logs, assignments, unit test, and benchmark scores from the core class, and essays will be used for assessment purposes in the lab.

**Include minimal attainment for student to pass course**

Students must attain an average of 60% in all coursework, and must pass the English 2P course in order to receive a passing grade in the Academic Language Development 2. The course grade and the English 2P course grade should not vary by more than one LETTER grade. Each of the following account for 25% of the grade:

- Homework / class work / participation (attendance)
- Writing assignments
- Other assignments and assessments
- Essays with rubric

UNIT	READING SKILL FOCUS	VOCABULARY FOCUS	CONVENTIONS FOCUS	WRITING FOCUS	LENGTH
<b>Narrative Devices</b> TE pp. 279 -381  Assessment: UNIT 3 TEST A	Make Inferences Identify main idea and supporting details Draw Conclusions Analyze sensory details Monitor Understanding	Understand and use Latin roots to determine the meaning of words  R1.1, 1.2	Use Appositives  Verb Tenses  LC.1.1, 1.2	Write a short story Use appropriate language Use similes to add detail Use formal language  W 1.9, 2.1a, 2.2ab	4 weeks
<b>Argument and Persuasion</b> TE pp.568-683  Assessment: UNIT 6 TEST A	Distinguish fact from opinion Summarize Analyze and evaluate an argument (claims, support, evidence, counterarguments) Identify and analyze persuasive techniques Inductive and deductive reasoning Read a statistical illustration Analyze persuasion in advertising R1.1, 1.2, 2.8      LS1.13	Understanding and using specialized vocabulary Use a thesaurus Use etymology to draw meaning Analogy Connotation  R1.1 R1.2	Use compound-complex sentences Use interrogative pronouns  LC1.2, 1.3	Write an editorial Utilize appropriate tone Utilize formal language Errors in logic  W1.1, 1.2, 1.9, 2.2, 2.3, 2.4abcd	3 weeks
<b>Author’s Purpose and Perspective</b> TE pp. 478-567  Assessment: UNIT 5 TEST A	Analyze cause and effect Interpret graphic aids Use information from multiple sources Read textbook diagrams Take notes Monitor understanding Analyze a news article Compare forms R2.4, 2.5, 3.2, 3.6, 3.7	Understand analogies Use metaphors and similes to understand words Using context clues  R1.1	Use participles and participial phrases Use adverb clauses Punctuation  LC 1.1	Write a cause-and-effect essay Use transitions to improve flow  W1.1, 1.9, 2.3ac	6 weeks
<b>Research</b> TE pp. 1210-1257  Assessment: UNIT 12 TEST A	Plan and focus research Develop a research question Use the internet to select relevant sites Distinguish between primary and secondary sources Use parts of a book to locate information Collect original data for a report  R2.2, 2.3      W1.3	Academic vocabulary  R1.1		Write a research paper Narrow a research topic Summarize and paraphrase information Quote directly and avoid plagiarism Document sources Prepare a works cited list Format a research paper  W1.3, 1.6, 1.7, 1.9, 2.3abcde	5 weeks

Assessments for the English 2P class will serve as ALD 2 assessments. They are as follows:

**Unit Assessments:** Students will take the McDougall Littell Unit tests at the completion of each unit.

**Semester Final Assessment:** Students will take a pre-test and a post-test of a modified Semester Final based on McDougall Littell Benchmark Test covering units 3, 6, 5, and 12.

**Required Writings:** Students are required to compose three writings throughout the semester including an editorial and literary analysis essay.

**Required Scoring:** To ensure district wide continuity, the appropriate McDougal Littell rubrics, which are found in each Unit Resource Manager booklet will be used to assess.

UNIT	READING SKILLS FOCUS	VOCABULARY FOCUS	CONVENTIONS FOCUS	WRITING FOCUS	LENGTH
<b>CAHSEE Preparation</b>	Test taking strategies Functional texts Analyzing a business letter  R 2.5	Understand and analyze academic vocabulary	Identify and correctly use clauses, phrases, and mechanics of punctuation  W 1.0	Establish a coherent thesis about the subject and keep consistent focus. Use appropriate language and tone CAHSEE writing prompt genres W 1.1, 1.2	4 weeks
<b>Theme and Symbol</b> TE pp. 383-477  Assessment: UNIT 4 TEST A	Analyze Reasons and Evidence Characteristics of a Persuasive Essay Make inferences about character Draw conclusions Setting a purpose for reading Monitor understanding R2.8, 3.2	Use prefixes to help unlock word meanings Understand and use connotation and denotation of words Using context clues R1.1, 1.2	Use subordinate clauses to improve sentence flow Use compound predicates to write precisely Use adverbs to add descriptive details LC1.1,1.2	Write a comparison-contrast essay Use transitions to improve flow  W1.6, 1.9, 2.2ab LC 1.1, 1.2	6 weeks
<b>Poetry</b> TE pp.684-759  Assessment: UNIT 7 TEST A	Strategies for reading poetry Make inferences Compare and contrast Understand line breaks Understand journal articles Understand dialect Take notes R2.5, 3.11	Understanding and using specialized vocabulary Use a thesaurus Use etymology to draw meaning R1.1 R1.2	Use precise verbs  Parallel structure  Quotation Marks  W1.2 LC1.1, 1.2	Write a literary analysis essay Use precise language to express rhythm, sound, and imagery Use parallelism to create rhythm  W 1.9, 2.2abc LC1.2	4 weeks
<b>Drama</b> TE pp. 1078-1207  Assessment: UNIT 11 TEST A	Strategies for reading an informational article Make inferences Make Generalizations Interpret literature in relationship to its period Make predictions Summarize Clarify understanding Analyze a theater Draw conclusions R2.8 W1.5		Use adjective clauses  Modifiers (comparative and superlative forms)  LC1.1	Write a comparison-contrast essay Organizational patters  W1.1, 1.9, 2.3aef	4 weeks

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**Semester Final Assessment:** Students will take a pre-test and a post-test of a modified Semester Final based on McDougall Littell Benchmark Test covering units 4, 7, and 11.

**Required Writings:** Students are required to compose three writings throughout the semester including a research paper and a business letter

**Required Scoring:** To ensure district wide continuity, the appropriate McDougal Littell rubrics, which are found in each Unit Resource Manager booklet will be used to assess.

## Narrative Devices (McDougal Littell Unit 3)

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<b>Reading Skills Focus:</b>	Making inferences, drawing conclusions, monitoring understanding
<b>Writing Focus:</b>	Short Story
<b>Vocabulary Focus:</b>	Understanding Latin Roots
<b>Grammar Focus:</b>	Using appositives and appositive phrases, adding descriptive details

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### Academic Vocabulary

First-person point of view	Second-person point of view	Third-person limited point of view	Flashback
Omniscient point of view	Reflective essay	Chronological order	Foreshadowing
Inference	Sensory detail		

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### Reading Skills

Make inferences	Identify main idea and supporting details	Draw conclusions	Analyze sensory details
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### Recommended Readings with California Standards from McDougal Littell Unit 3

<u>Title</u>	<u>Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: Narrative Devices</i> Pages 282-287	Informational text for academic vocabulary		Academic Vocabulary
<i>By the Waters of Babylon</i> Pages 288-303 Lexile: 800	Make inferences Draw conclusions		Formal Language (W1.9)
<i>There Will Come Soft Rains</i> Pages 304-315 Lexile: 910	Draw conclusions Compare and contrast		Latin Roots ( <i>man</i> ) (R1.1) Context Clues
<i>*Inside the Home of the Future</i> Pages 316-319 Lexile: 1300	Synthesize (R2.4) Support an opinion		
<i>The Doll's House</i> Pages 320-331 Lexile: 760	Drawing connections Make inferences		
<i>The Seventh Man</i> Pages 332-351 Lexile: 910	Self-monitor Visualize	Sensory/Descriptive Details (W1.2)	Context Clues Latin Roots ( <i>sen</i> ) (R1.1)
ADDITIONAL ELEMENTS	Use similes to add descriptive details Consistent verb tense	Appositive phrase	Consistent POV

\* Reading added to standard English 2P curriculum

R= Reading LC= Language Conventions W= Writing

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### Optional Writing: Short Story

*Writing Workshop: Short Story*

Pages 368-p375

Writing Objectives:	Analyze a student model that reflects the key traits of a short story
	Use the writing process to produce a short story
	Revise and edit, using criteria for writing a short story

#### Key Traits of Writing

Creates an interesting plot with one or more characters	Resolves the conflict in a convincing conclusion
Develops and resolves a central conflict	Has a consistent point of view throughout
Includes descriptive details that reveal the setting and characters	Has a consistent point of view throughout
Uses dialogue to show characters' motivations and personalities	Uses sensory language and imagery
Introduces elements in a way that gets a reader's attention	Varies sentence types and structures
Presents a clear and engaging sequence of events	Employs correct grammar and usage

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### Supplemental Materials for Instruction

Interactive Reader for all readings  
Standards Lesson File

Resource Manager  
Media Smart CD

Best Practice Toolkit  
Write Smart CD

## Argument and Persuasion (McDougal Littell Unit 6)

<b>Reading Skills Focus:</b>	Argument and persuasion
<b>Writing Focus:</b>	Editorial
<b>Vocabulary Focus:</b>	Understanding specialized vocabulary, using a thesaurus
<b>Grammar Focus:</b>	Using compound-complex sentences

### Academic Vocabulary

Fact and opinion	Persuasive devices	Testimonial	Emotional appeal	Ethical appeal
Transfer	Rhetorical devices	Claim and support	Loaded language	Counterargument
Inductive reasoning	Deductive reasoning	Evidence	Argument	Slogan

### Reading Skills

Distinguish fact from opinion	Analyze evidence	Analyze deductive reasoning	Analyze inductive reasoning
Understand rhetorical devices	Summarize	Read a statistical illustration	Use persuasive techniques

### Recommended Readings with California Standards from McDougal Littell Unit 6

<u>Title</u>	<u>Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: Argument and Persuasion</i> Pages 572-577	Analyze and evaluate Arguments and persuasion		Academic Vocabulary
<i>Doing Nothing is Doing Something</i> Pages 578-585 Lexile: 1170	Fact and Opinion Argument (R2.8)		Context clues Etymology
<i>Abolishing the Penny Makes Good Sense</i> Pages 586-591 Lexile: 1040	Evidence (R2.8) Deductive reasoning (R2.8)		
<i>On Nuclear Disarmament</i> Pages 592-603 Lexile: 970	Rhetorical devices (R3.11) Inductive reasoning (R2.8) Read a statistical illustration		Context clues Specialized vocabulary
<i>I Acknowledge Mine</i> Pages 604-617 Lexile: 1110	Persuasive Techniques Summarize		Context clues Analogies
<i>*Use of Animals in Biomedical Research</i> Pages 618-627 Lexile: 1380	Counterarguments (R2.8) Self-monitor		Context clues Connotation (R1.2)
<i>A Chip of Glass Ruby</i> Pages 628-643 Lexile: 990	Theme and persuasion	Compound- complex sentences	Context clues Use a thesaurus
<i>*Media Study: Daisy/America's Back</i> Pages 666-669	Persuasive techniques used in advertising and politics		Academic vocabulary

\* Reading added to standard English 2P curriculum

R= Reading LC= Language Conventions W= Writing

### Required Writing: Editorial

*Writing Workshop: Editorial*

Pages 670-677

Writing Objectives:	Analyze a student model that reflects the key traits of an editorial
	Use the writing process to produce an editorial
	Revise and edit, using criteria for writing an editorial

#### Key Traits of Writing

Identifies the issue clearly	Uses transitions to connect ideas
Presents a clear, logical claim in a thesis statement	Concludes with a summary of main points and call to action
Supports the thesis with relevant and convincing reasons and evidence	Uses a tone that is suited to the audience and purpose
Anticipates and answers opposing viewpoints with counterarguments	Uses persuasive language effectively
Has an introduction that describes the issue in a memorable way	Varies sentence structures for interest and flow
Uses patterns of organization that clarifies ideas and relationships	Employs correct grammar and usage

### Supplemental Materials for Instruction

Interactive Reader for all readings  
Standards Lesson File

Resource Manager  
Media Smart CD

Best Practice Toolkit  
Write Smart CD

## Author's Purpose and Perspective (McDougal Littell Unit 5)

<b>Reading Skills Focus:</b>	Recognize patterns of organization, analyze cause and effect, interpret graphics
<b>Writing Focus:</b>	Cause-and-effect essay
<b>Vocabulary Focus:</b>	Understand analogies, use metaphors and similes to understand words
<b>Grammar Focus:</b>	Correct use of participles and participial phrases, adverb clauses, and transitions

### Academic Vocabulary

Author's perspective	Patterns of organization	Compare and contrast	Chronological order	Classification
Tone and diction	Audience	Graphic aids	Author's purpose	Metaphor and simile

### Reading Skills

Recognize patterns of organization	Analyze cause and effect	Interpret graphic aids	Take notes
Synthesize multiple sources	Read textbook diagrams	Analyze a news article	Compare forms

### Recommended Readings with California Standards from McDougal Littell Unit 5

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: Author's Purpose and Perspective</i> Pages 482-487	Author's perspective Author's purpose		Academic Vocabulary
<i>The Plot Against People</i> Pages 488-493 Lexile: 1250	Recognize patterns of organization		
<i>Why Leaves Turn Color in the Fall</i> Pages 494-503 Lexile: 1150	Analyze cause and effect	Participles (LC1.1) Participial phrases	Metaphors Similes (R1.1)
<i>*How a Leaf Works</i> Pages 504-507	Interpret graphic aids Synthesize (R2.4) Textbook diagrams		
<i>Blowup: What Went Wrong at Storm King Mountain</i> Pages 508-523 Lexile: 1170	Take notes Patterns of organization	Adverb clauses (LC1.1)	Context clues Analogies
<i>And of Clay Are We Created</i> Pages 528-541	Monitor understanding		Latin roots ( <i>fort</i> )
<i>Girl, Trapped in Water...</i> Pages 542-545 Lexile: 1330	Analyze a news article Compare forms (R2.5, 3.2)		

\* Reading added to standard English 2P curriculum

R= Reading LC= Language Conventions W= Writing

### Optional Writing: Cause-and-Effect Essay

*Writing Workshop: Cause-and-Effect Essay*

Pages 554-561

<b>Writing Objectives:</b>	Analyze a student model that reflects the key traits of a cause-and-effect essay
	Use the writing process to produce a cause-and-effect essay
	Revise and edit, using criteria for writing a cause-and-effect essay

### Key Traits of Writing

Clearly identifies a true cause-and-effect relationship	Has a tone appropriate for the audience and purpose
Presents a thesis that explains the cause and effect relationship	Uses precise language to explain each cause and effect
Includes facts, examples, and details to illustrate cause and effect	Varies sentence lengths to add interest and energy
Has an interesting introduction and satisfying conclusion	Employs correct grammar and usage
Presents cause(s) and effect(s) in a sensible order	
Uses transitions to signal connections between cause(s) and effect(s)	

### Supplemental Materials for Instruction

Interactive Reader for all readings  
Standards Lesson File

Resource Manager  
Media Smart CD

Best Practice Toolkit  
Write Smart CD

## Research (McDougal Littell Unit 12)

<b>Literary Focus:</b>	Research
<b>Writing Focus:</b>	Research Paper
<b>Vocabulary Focus:</b>	Academic Vocabulary

### Academic Vocabulary

Research topic	Sources	Research librarian	Documentation	Research paper	Web site
Source cards	Resources	Plagiarism	Works cited list	Keyword search	Atlas
Subheading	Glossary	Copyright page	Bibliography	Reliable sources	Index
Paraphrasing	Summarizing	Primary source	Secondary source	Research question	Link

### Academic Skills

Analyze and evaluate a research paper	Use the Internet to select and navigate relevant sites	Use reference sources
Evaluate Web sites and other sources	Distinguish between primary and secondary sources	Collect data for a report

### Recommended Readings with California Standards from McDougal Littell Unit 12

<u>Title</u> <i>Research Strategies Workshop:</i> Pages 1212-1233	<u>Research Skills Focus</u> Plan and focus research (W1.3) Develop research questions (R2.3, W1.3) Take notes (R2.3) Use the Internet to select relevant sites (W1.3) Navigate relevant Internet sites (W1.3) Use library or media center resources (W1.3) Distinguish between primary and secondary sources (W1.3) Use parts of a book to locate information (W1.3) Choose and evaluate information and sources by apply evaluation criteria (W1.3) Use evaluation criteria to evaluate a Web site (W1.3) Use evaluation criteria to evaluate nonfiction books, periodical, and newspapers (W1.3) Collect original data for a report (W1.3)
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R= Reading LC= Language Conventions W= Writing

### Required Writing: Research Paper

*Writing Workshop: Research Paper*  
 Pages 1234-1255

Writing Objectives:	Analyze a student model that reflects the key traits of a research paper
	Use the writing process to produce a research paper
	Revise and edit, using criteria for writing a research paper

#### Key Traits of Writing

Presents a thesis statement that identifies the controlling idea	Maintains an appropriate tone for the audience and purpose
Supports the thesis with evidence	Conveys ideas clearly by using precise language
Synthesizes information from multiples sources	Varies sentence lengths and structures
Includes the writer's own ideas and interpretations	Employs correct grammar and usage
Has a focused introduction	Credits sources
Is sensibly organized, with transitional words and phrases	Uses correct formats and style
Comes to an interesting and well-thought-out conclusion	

### Supplemental Materials for Instruction

Interactive Reader for all readings	Resource Manager	Best Practice Toolkit
Standards Lesson File	Media Smart CD	Write Smart CD

## Theme and Symbol (McDougal Littell Unit 4)

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<b>Reading Skills Focus:</b>	Monitor understanding, draw conclusions, understand verbal irony
<b>Writing Focus:</b>	Comparison-contrast essay
<b>Vocabulary Focus:</b>	Connotation and denotation of words
<b>Grammar Focus:</b>	Use subordinate clauses to improve flow, write concisely using compound predicates, use adverbs

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### Academic Vocabulary

Theme	Universal theme	Verbal irony	Symbol	Connotation	Setting
Conflict	Persuasive essay				

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### Reading Skills

Monitor understanding	Make inferences about character	Understand an interview	Analyze visuals
Analyze reasons and evidence	Set a purpose for reading	Compare themes across genres	

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### Recommended Readings with California Standards from McDougal Littell Unit 4

<u>Title</u>	<u>Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: Theme and Symbol</i> Pages 386-393	Theme Symbol		Academic Vocabulary
<i>The Interlopers</i> Pages 394-405    Lexile: 1230	Monitor understanding	Subordinate clauses (LC1.1)	Context Clues Connotation (R1.2)
<i>Two Friends</i> Pages 406-419    Lexile: 960	Make inferences about character	Compound Predicates (LC1.2)	Context Clues Analogies
<i>When Mr. Pirzada Came to Dine</i> Pages 420-441    Lexile: 1170	Drawing conclusions Read an interview Analyze visuals	Adverbs (W1.9)	Context Clues Latin Prefixes ( <i>im-</i> )
<i>Do not weep, maiden, for war is kind/ the sonnet-ballad</i> Pages 442-447	Understand verbal irony (R3.8)		
<i>*from Tolerance</i> Pages 448-453    Lexile: 850	Analyze reasons and evidence (R2.8)		

\* Reading added to standard English 2P curriculum

R= Reading    LC= Language Conventions    W= Writing

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### Optional Writing: Comparison-Contrast Essay

*Writing Workshop: Comparison-Contrast Essay*  
Pages 464-471

Writing Objectives:      Analyze a student model that reflects the key traits of a comparison-contrast essay  
                                     Use the writing process to produce a comparison-contrast essay  
                                     Revise and edit, using criteria for writing a comparison-contrast essay

#### Key Traits of Writing

Clearly identifies the works being compared and/or contrasted	Uses appropriate language for the audience and purpose
Includes a thesis statement that identifies similarities and differences	Uses different sentence beginnings for pacing and variety
Uses specific examples to support key ideas	Employs correct grammar and usage
Includes a strong introduction and a satisfying conclusion	
Follows a consistent organizational pattern	
Uses transitional words and phrases	

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### Supplemental Materials for Instruction

Interactive Reader for all readings	Resource Manager	Best Practice Toolkit
Standards Lesson File	Media Smart CD	Write Smart CD

## Poetry (McDougal Littell Unit 7)

<b>Reading Skills Focus:</b>	Strategies for reading poetry
<b>Writing Focus:</b>	Literary Analysis
<b>Vocabulary Focus:</b>	Academic Vocabulary
<b>Grammar Focus:</b>	Using precise verbs, parallelism

### Academic Vocabulary

Form	Sonnet	Free verse	Limerick	Ballad	Literary analysis	Line
Stanza	Couplet	Imagery	Sound devices	Onomatopoeia	Alliteration	Consonance
Repetition	Assonance	Rhyme	Rhyme scheme	End-stopped	Enjambment	Concrete poem
Simile	Personification	Imagery	Figurative Language	Oral interpretation		

### Reading Skills

Strategies for reading poetry	Make inferences	Compare and contrast	Interpret a journal article
Understand dialects	Take notes		

### Recommended Readings with California Standards from McDougal Littell Unit 7

<u>Title</u>	<u>Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: The Language of Poetry</i> Pages 688-695	Form, Sound devices Imagery, Figurative language (R3.7)		Academic Vocabulary
<i>There Will Come Soft Rains/</i> <i>Meeting at Night/The Sound of Night</i> Pages 696-703	Strategies for reading poetry Make inferences	Precise Verbs (W1.2)	
<i>I dwell in Possibility -Variation on a</i> <i>Theme by Rilke/blessing the boats</i> Pages 704-711	Compare and contrast Figurative language (R3.7, 3.11)	Parallelism (LC1.2)	
<i>The Fish/Christmas Sparrow/The Sloth</i> Pages 712-719	Visualize Imagery (R3.7)		
<i>*Piano/Fifteen/Tonight I Can Write.../Puedo Escribr...</i> Pages 720-727	Make inferences Read a journal article		
<i>Sonnet 18/Sonnet XXX of Fatal Interview</i> Pages 728-733	Strategies for reading sonnets		
<i>*Lord Randall/Ballad/Balada/Midwinter Blues</i> Pages 734-741	Understanding dialect (R3.11)		
<i>*From Blues Poems</i> Pages 742-745	Take Notes (2.5)		

\* Reading added to standard English 2P curriculum

R= Reading LC= Language Conventions W= Writing

### Required Writing: Literary Analysis

*Writing Workshop: Literary Analysis*  
Pages 746-753

Writing Objectives: Analyze a student model that reflects the key traits of a literary analysis  
Use the writing process to produce a literary analysis  
Revise and edit, using criteria for writing a literary analysis

### Key Traits of Writing

Identifies the issue clearly	Uses transitions to connect ideas
Presents a clear, logical claim in a thesis statement	Concludes with a summary of main points and call to action
Supports the thesis with relevant and convincing reasons and evidence	Uses a tone that is suited to the audience and purpose
Anticipates and answers opposing viewpoints with counterarguments	Uses persuasive language effectively
Has an introduction that describes the issue in a memorable way	Varies sentence structures for interest and flow
Uses patterns of organization that clarifies ideas and relationships	Employs correct grammar and usage

### Supplemental Materials for Instruction

Interactive Reader for all readings  
Standards Lesson File

Resource Manager  
Media Smart CD

Best Practice Toolkit  
Write Smart CD

## Drama (McDougal Littell Unit 11)

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<b>Reading Skills Focus:</b>	Making generalizations, predicting, interpreting literature in relationship to its period
<b>Writing Focus:</b>	Comparison-contrast essay
<b>Vocabulary Focus:</b>	Academic Vocabulary
<b>Grammar Focus:</b>	Using adjective clauses

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### Academic Vocabulary

Tragedy	Tragic hero	Tragic flaw	Conflict	Catastrophe	Soliloquy
Aside	Dramatic irony	Verse dramas	Iambic pentameter	Blank verse	Cast of characters
Foreshadowing	Synopsis Dialogue	Historical background	Rhetorical Device	Repetition	Parallelism

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### Reading Skills

Strategies for reading an informational article	Making inferences	Making generalizations	Predicting
Interpreting literature in relation to a time period	Summarizing	Clarifying understanding	

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### Recommended Readings with California Standards from McDougal Littell Unit 11

<u>Title</u>	<u>Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
* <i>Shakespeare's World</i> Pages 1082-1085	Informational articles Inference, Generalization Literature and time period		
<i>Literary Analysis Workshop: Shakespearean Drama</i> Pages 1086-1093	Shakespearean tragedy Shakespearean language (R3.1, 3.4, 3.10)		Academic Vocabulary
<i>The Tragedy of Julius Caesar, Act One</i> Pages 1094-1115	Predict Monitor		
<i>The Tragedy of Julius Caesar, Act Two</i> Pages 1116-1133	Summarize		
<i>The Tragedy of Julius Caesar, Act Three</i> Pages 1134-1153	Make generalizations Rhetorical devices	Adjective clauses	
<i>The Tragedy of Julius Caesar, Act Four</i> Pages 1154-1169	Strategies for reading Shakespearean drama		
<i>The Tragedy of Julius Caesar, Act Five</i> Pages 1170-1185	Clarify Summarize	Adjective clauses	

\* Reading added to standard English 2P curriculum

R= Reading LC= Language Conventions W= Writing

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### Optional Writing: Comparison-Contrast Essay

*Writing Workshop: Comparing a Play and Film*

Pages 1194-1201

Writing Objectives:	Analyze a student model that reflects the key traits of a comparison-contrast essay
	Use the writing process to produce a comparison-contrast essay
	Revise and edit, using criteria for writing a comparison-contrast essay

#### Key Traits of Writing

Clearly states the focus of the comparison	Ends with a summary and a broader conclusion
Includes a thesis statement that identifies similarities and differences	Uses appropriate language for the audience and purpose
Uses relevant details from the two works to support ideas	Includes precise literary and media terms
Follows a clear, logical organizational pattern	Uses different sentence lengths for interest and variety
Connects ideas with transitions	Employs correct grammar and usage
Provides background information for the reader	

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### Supplemental Materials for Instruction

Interactive Reader for all readings	Resource Manager	Best Practice Toolkit
Standards Lesson File	Media Smart CD	Write Smart CD