

School District of Philadelphia, Office of Multilingual Curriculum and Programs (OMCP)
Materials and Resources: Hampton Brown Edge Fundamentals (Level 1, High School)

- Level Fundamentals Teacher’s Edition Set
 - Level Fundamentals Student Book
 - Selection of reading and fluency models CDs
 - Level Fundamentals Interactive Practice Book
 - Level Fundamentals Reading and Writing Transparencies
 - Level Fundamentals Leveled Library Classroom Set
 - Level Fundamentals Complex Text Classroom Library
 - Level Fundamentals Grammar and Writing Handbook
 - Level Fundamentals Grammar and Writing Handbook Teacher’s Annotated Edition
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- Student - six year subscription to myNGconnect (2016-2017 to 2021- 2022)
 - Teachers - six year subscription to myNGconnect (2016 – 2017 to 2021-2022)

For additional purchases, contact

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National Geographic Learning | Cengage Learning

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EDGE Fundamentals integrates language and grade level content while providing access to PA Common Core English Language Arts Standards. The four language domains are integrated with reading / writing strategies and scaffolds to enable students develop academic literacy and language skills. The texts include various genres, authentic literature, including multicultural literature, and non-fiction. Grammar and vocabulary instruction is integrated in each unit. Units begin with an essential question related to the theme, literature and extended learning activities to engage students, improve academic skills and increase multicultural awareness and appreciation. Each unit concludes with a writing project and “Workplace Workshop.” The latter is included to assist students with career exploration.

Edge units are designed to be completed in 8 week intervals. Nevertheless, schools teams should determine the most appropriate time frame for each unit to ensure teachers are able to incorporate the range of materials such as the close readings, Leveled Readers, Writing Project, Unit Project, and Workplace Workshop. *Depth may be more appropriate than breadth of coverage.*

ELD 1(English and Elective) and ELD 2 (English and Elective) are either two periods a day/ full academic year or, with a block roster, one block roster for a full academic year. Therefore, schools may choose the following planning and scheduling timeline whether organized in a block or a traditional roster:

- Level 1 / EDGE Fundamentals: (September) October – June, Units 1 – 4
- Level 2 / EDGE Fundamentals: September – December, Units 5 – 6
- Level 2 / EDGE A: January – June, Units 1 – 4 or 5
- Level 3 / EDGE A: September – November / December, Units (5) 6 – 7
- Level 3 / Core Curriculum (Collections or Study Sync) – December / January – June

Level 1 / EDGE Fundamentals – September

If you are working with students who are (1) new to the United States and/or, (2) score 1.0 – 1.9 and have had limited formal education in their first language (e.g. less than 3 years), they should be rostered into ED1 English, ELD 1 Elective and **Linguistic Development**. The Linguistic Development course focuses on on the language of school, social language and an introduction to academic English and content. *In ELD 1, if students need additional reinforcement of readiness skills such as the English alphabet, letter sounds, key words, days of the week / months of the year, etc.:* Bridges to Academic Success may be used in September (October) to provide students with an introduction to the English alphabet, numbers, months/days while reflecting on individual identity: <http://bridges-sifeproject.com/classes/ela-part-1-unit-1/>

The beginning of the academic year provides an opportunity to learn more about your students and for students to learn about you. The following are a few examples of icebreakers and/or community building activities.

Where –We-Come-From-Map: world map, sticky notes, pens/markers

Have students write their name on a sticky note and place it on the map. Provide students with sentence starters to introduce themselves. “Hi, my name is.... I am from”

Classroom Treasure Hunt: notecards, tape, “treasure hunt” form

Label important items in the room (e.g. pencil sharpener, bathroom pass, folders, stapler, trash can, recycling container, books, tissues, clock, etc.) Create a “treasure hunt” form with visuals and have students, individually or in teams, find the items. Review the name for each items and when they are used.

Alphabet Introduction: piece of paper for each student, markers

Have students write their name on a piece of paper. Ask each student to introduce him/her/themselves either in a small group or to the whole class. Then, after reviewing the English alphabet, ask students to line up in alphabetical order. Students should say their names again. (You may also want students to introduce a student next to him/her/them as another way to review names.)

Name Toss: soft object (stuffed animal, soft ball, bean bag, etc.), possibly name tags

This activity requires students to either wear a name tag or to have already introduced him/her/themselves.

Organize students into a circle. Model tossing the soft object to a student and saying “Hi, my name is... What is your name?” OR “Hi, my name is...

Your name is...” The students toss the soft object to another student by either saying the student’s name or asking what is his/her/their name.

Repeat until all students have tossed and received the soft object.

Office of Multilingual Curriculum and Programs (OMCP) Promising Practices

OMCP has identified five practices that will have high impact on outcomes for English Language Learners (ELs). These five practices are aligned to the Danielson Framework, and are what we look for in all classes (both content and ESOL) that support ELs. Teachers can use this tool to identify steps towards making their instruction more effective for ELs. This tool can also be used to guide and inform instructional feedback. The practices are adapted from the *Go To Strategies* (see below).

Go To Strategies: Scaffolding Options for teachers of English Learners by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood for Project EXCELL

Copy of the document: <https://tinyurl.com/gnnpe9v>

5 core principles: (1) focus on academic language, literacy and vocabulary; (2) link background knowledge and culture to learning, (3) increase comprehensible input and language output, (4) promote classroom interaction, and (5) stimulate higher order thinking and the use of learning strategies.

<http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

Go To Strategies Matrix: <https://tinyurl.com/yaxka6qn>

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Promising Practices for English Language Learners

<p>The Office of Multilingual Curriculum and Programs (OMCP) has identified five practices that will have high impact on outcomes for English Language Learners (ELLs). These five practices are aligned to the Danielson Framework, and are what we look for in all classes (both content and ESOL) that support ELLs. Teachers can use this tool to identify steps towards making their instruction more effective for ELLs. This tool can also be used to guide and inform instructional feedback. For supports or suggestions in any of these areas, contact OMCP.¹</p>	
<p><i>Focus on Academic & Disciplinary Language</i> <i>Do students use academic language/disciplinary language in meaningful ways?</i></p>	
Danielson Alignment	<p>1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning</p>
Promising practices for ELLs	<ul style="list-style-type: none"> • Students have many opportunities to use and utilize academic/disciplinary language in a variety of meaningful ways • Academic/disciplinary language is learned in context with attention to both “bricks” (e.g. key vocabulary and concepts) and “mortar” (e.g. signal words and phrases) language (Dutro, Moran, 2003) • Academic/disciplinary language is modeled and clarified through the use of visuals, graphic organizers, gestures, etc. • Students are expected to produce academic/disciplinary language both orally and in writing through planned and purposeful guided practice
Research and rationale	<p>ELLs who appear to be fully fluent in English may nonetheless struggle to express themselves effectively in academic settings (Cummins, 2000; Scarcella, 2003; Short & Echevarria, 2005). Research shows that students should be explicitly taught, in context, the language skills they need to succeed in the classroom (Saunders & Goldenberg, 2010). As ELLs use more complex forms of language to accomplish interesting tasks, they learn more content and their language skills improve (Zwiers, O’Hara, & Pritchard, 2014).</p>
<p><i>Link Background Knowledge, Interest and Culture to Learning</i> <i>Is the content of the lesson linked to students’ background knowledge, interest, or culture?</i></p>	
Danielson Alignment	<p>1e Designing Coherent Instruction 2c Managing Classroom Procedures 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 4a Reflecting on Teaching</p>
Promising practices for ELLs	<ul style="list-style-type: none"> • Teachers explicitly link concepts and texts to students’ cultural and linguistic backgrounds, and explicitly link past learning with new concepts • Teachers establish interest and focus for learning new concepts
Research and rationale	<p>Numerous studies show that students perform better when their home culture and background knowledge are welcomed, respected and incorporated into the academic environment (Doherty, Hilberg, Pinal, & Tharp, 2003; Gonzalez, Moll & Amanti, 2005; Nieto, 1999).</p>

¹ Adapted from Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

<i>Increase Comprehensible Input and Language Output</i>	
<i>Do students comprehend complex input and produce complex output appropriate to grade-level standards?</i>	
Danielson Alignment	1e Designing Coherent Instruction 2c Managing Classroom Procedures 3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 4a Reflection on Teaching
Promising practices for ELLs	<ul style="list-style-type: none"> Teachers differentiate materials and content for English proficiency levels using WIDA Can Do Descriptors and Model Performance Indicators (MPIs) as a guide Teachers implement specific techniques to make the content comprehensible (sensory, graphic, and interactive supports), and make strategic use of L1 (first language) through translanguaging practices Students have multiple opportunities to produce complex language (oral and written) in meaningful ways and with appropriate scaffolds (e.g. modeling, language frames, graphic organizers, etc.) Activities and tasks are designed to encourage and support extended use of language (not one-word answers)
Research and rationale	<p>ELLs learn both through the language they encounter (input) and the language they produce (output). Input should be at a level that is challenging but nonetheless comprehensible (Krashen, 1985). ELLs benefit from many of the teaching practices that are effective for all students; however, these learners also require modifications to make instruction meaningful (August & Shanahan, 2006, 2010). Students learning rigorous content in a language they do not speak or comprehend completely requires specialized teaching techniques to make the message understandable (Echevarria, Vogt & Short, 2012). Students retain more language and content concepts when they create and communicate original messages (Swain, 1985; Walqui, 2006).</p>
<i>Promote Quality Classroom Interaction</i>	
<i>Do students participate in extended interactions/discussions on academically relevant and challenging texts/topics/content?</i>	
Danielson Alignment	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 3b Using Questioning and Discussion Techniques
Promising practices for ELLs	<ul style="list-style-type: none"> Students have multiple opportunities to interact in deliberate and sustained conversations on academically relevant and challenging texts/topics/content Tasks are structured for extended interaction and discussion, and students actively participate in using language to co-construct knowledge and meaning Interactive tasks and activities include appropriate scaffolds, such as sentence starters and word banks, that are removed or modified based on need Discussion activities require all students to participate with multiple opportunities to provide corrective feedback
Research and rationale	<p>Conversation builds oral language, which is a foundation for reading and writing (Roskos, Tabors & Lenhart, 2009). ELs' vocabulary, grammar, and pronunciation develop faster when there are opportunities for interaction in the classroom using the language being learned (Mackey & Goo, 2007). Students develop abilities to communicate complex ideas when there are many opportunities for authentic interactions with others (Zwiers, O'Hara & Pritchard, 2014).</p>
<i>Communicate Instructional Objectives with Students, Assess Frequently and Provide Feedback to Students</i>	
<i>Do students know what they are supposed to learn and receive feedback on their learning?</i>	
Danielson Alignment	1c Setting Instructional Outcomes 1e Designing Coherent Instruction 2b Establishing a Culture for Learning 3a Communicating with Students 4c Communicating with Families

Promising practices for ELLs	<ul style="list-style-type: none"> • Instructional objectives are presented and stated in student-friendly language and/or are made accessible through images or explanation • Teachers refer to instructional objectives throughout the lesson so that students understand what they are supposed to learn • Teachers check frequently for comprehension/understanding, using a variety of formal and informal assessment techniques, to assess and promote student learning of language and content • Teachers respond to students' needs and provide feedback to students, and adjusts instruction in response to assessment of student learning with the goal of students monitoring their own learning
Research and rationale	ELLs need multiple opportunities to see and hear modeling of the target language, to try and modify their language output, with teachers offering specific feedback that describes progress and focuses on areas for revision. (Zwiers, 2008). Using formative assessment on a regular basis has a strong effect on student learning, and can help raise achievement for below-grade level students while also benefitting all students. Students who are involved in assessing their own learning significantly out-perform students who are not involved (Black and Wiliam, 1998).

Quality Teaching for English Learners (QTEL) – <https://qtel.wested.org/>

QTEL provides a framework / foundation for planning and instruction for 6th – 12th grade just as Comprehensive Literacy provides a framework / foundation for planning and instruction for K-5.

Principles

From Walqui, A & van Lier, L. (2010) *Scaffolding the Academic Success of Adolescent English Language Learners: A Pedagogy of Promise*. San Francisco, CA: WestEd; pp. 84, 85, 152, 155, 169, 174.

Principles	Goals	Objectives
<i>Sustain Academic Rigor</i>	<ol style="list-style-type: none"> 1. Promote deep disciplinary knowledge 2. Engage students in generative disciplinary concepts and skills 3. Engage students in generative cognitive skills (higher order thinking) 	<ul style="list-style-type: none"> • Develop central ideas in the discipline first, postponing interesting but secondary details • Establish interconnections among central ideas of the disciplines • Deepen understanding of themes over time • Have students anchor new knowledge to central concepts to build understanding • Have students apply familiar central ideas or strategies to their emerging understanding of new concepts • Invite students to build increasingly complex explanations of disciplinary concepts and processes • Have students combine facts and ideas to synthesize, evaluate, and generalize • Have students build arguments, solve problems, and construct new meanings and understandings

<i>Hold High Expectations</i>	<ol style="list-style-type: none"> 1. Engage students in tasks that provide high challenge and high support 2. Engage students (and teacher) in the development of their own expertise 3. Make criteria for quality work clear for all 	<ul style="list-style-type: none"> • Provide students with activities that are robust, but flexible enough to allow multiple entry points: all students, regardless of where they starts, will benefit from participation • Scaffold students' ability to participate in the activities • Ensure that students are asked to engage in increasingly more complex tasks • Treat students proleptically – as if they already possess the abilities you are seeking to develop • Conduct metacognitive activities so that students gain knowledge of how to learn, how to monitor their progress, and how to self-correct • Provide practice in the use of academic tools and activities so that students appropriate them over time • Encourage students to support each other in their development • Encourage students to support each other in building academic stamina • Use rubrics to spell out expected quality of work • Encourage students to take risks and to work hard to master challenging academic work
<i>Engage Students in Quality Interactions</i>	<ol style="list-style-type: none"> 1. Engage students in sustained interactions with teacher and peers 2. Focus interactions on the construction of knowledge 	<ul style="list-style-type: none"> • Invite students to go beyond brief, single responses and to elaborate, illustrate, and connect to their interlocutors' ideas • State explicitly that constructing new understandings is hard work, that is requires listening intently to interlocutors, making sense of what they are saying, and deciding how to respond, either by agreeing and providing further evidence or by disagreeing and stating why this is the case • Ask students to focus on the coherence of what they are saying (Are they staying with the main ideas? Are they making sense?) and to deepen their understanding by making connections to related ideas
<i>Sustain a Language Focus</i>	<ol style="list-style-type: none"> 1. Promote language learning in meaningful contexts 2. Promote disciplinary language use 3. Amplify rather than simplify communications 	<ul style="list-style-type: none"> • Provide explicit examples, for example, formulaic expressions, of how to mark agreement, disagreement, and other moves in response to an interlocutor or text. • Focus on social purpose of genre, audience, structure, and specific language of disciplinary texts; have students practice deconstructing and creating similar texts. • Give rich and varied examples, looking at difficult concepts from several angles.

	4. Address specific language issues judiciously	<ul style="list-style-type: none"> Focus corrective feedback on fluency, complexity, or accuracy, but not at the same time
<i>Develop Quality Curriculum</i>	1. Structure opportunities to scaffold learning, incorporating the goals above	<ul style="list-style-type: none"> Set long-term goals and benchmarks Use a problem-based approach with increasing interrelated lessons Use a spiraling progression Make connections between subject matter and students' reality Build on students' lives and experiences

Unit / Lesson Planning: Three Moments (components) in a Lesson and Sample Tasks

Preparing Learners	Sample Tasks
<ul style="list-style-type: none"> Focus attention on concepts to be developed Activate / build on background knowledge Introduce essential new vocabulary in context Connect lessons to students' experiences 	Think-Write-Pair-Share Quick-Write / Round-Robin Anticipatory Guide or Extended Anticipatory Guide Knowledge Rating Scale Novel Ideas Only Jig-Saw Project Frayer Model List – Group – Label (vocabulary)
Interacting with Text / Concepts / Content	Sample Tasks
<ul style="list-style-type: none"> Deconstruct text; focus on understanding a chunk and reconnect a chunk to the emerging whole text Establish connections between ideas within text Work collaboratively to discuss, evaluate, predict, check for understanding, summarize, etc. 	Teacher Model Double-entry Journal / Triple-Entry Journal Reading with a Focus / Viewing with a Focus Clarifying Bookmark or Partner Clarifying Bookmark Reading Aloud in Four Voices Partner Reading and Discussion Novel Ideas Only Four Corners Carousel
Extending Understanding	Sample Tasks
<ul style="list-style-type: none"> Re-create text in a new genre or create new text to represent new understanding Apply newly gained knowledge to novel situations or use to problem-solve Connect ideas learned to other ideas and experiences outside the text - compare, synthesize, evaluate, create, critique, problem solve, etc. 	Collaborative Mind Mirror / Monologue Collaborative Poster Famous Phrases Create, Exchange, Assess Collaborative (Dialogue) Writing Literary Elements Famous Phrases Gallery Walk

Google Docs / Teacher Created Lesson Plans

Teachers have created lesson plans using the 3 Moment Lesson Planning for EDGE Fundamentals Close Reading text with words sorts. Email dsharer@philasd.org for access to the Google Docs.

Additional Resources: Reading Logs (leveled, genres) Background Knowledge Guide, Deep Reading of an Image Directions / Scaffolds, Word Sorts

Pennsylvania Department of Education English Learner Overlay (Standards):

<http://www.pdesas.org/Page/Viewer/ViewPage/15>

Pennsylvania Department of Education Educating English Learners Basic Education Circulars (BECS), July 2017 <https://tinyurl.com/y86q9svj> (22 Pa. Code 4.26)

WIDA

WIDA is an educational consortium of 39 state education agencies and 200 international schools. ACCESS testing is developed by WIDA. The mission of WIDA is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse. WIDA's Can Do Philosophy is grounded on students' assets and contributions to the classroom and community. Lastly, WIDA challenges linguistic discrimination, cultural biases and racism in education.

WIDA English Language Development Standards: <https://www.wida.us/standards/eld.aspx>

WIDA Can Do Descriptors and Key Uses Edition: https://www.wida.us/standards/CAN_DOs/

Scaffolds Supports (WIDA)

Sensory	Graphic
<ul style="list-style-type: none"> ○ Real life objects (Realia) / concrete objects / Physical models ○ Manipulative (e.g. measurement tools, models of geometric figures, scientific instruments, etc.) ○ Pictures / photos ○ Visual representations (illustrations, diagrams, drawings, etc.) / Cartoons ○ Videos / broadcasts / audio books ○ Newspapers / magazines ○ Gestures / Physical movement ○ Music / songs / chants ○ Posters / display 	<ul style="list-style-type: none"> ○ Charts / Tables ○ Graphs ○ Timelines ○ Number lines ○ Graphic organizers ○ Graphing paper ○ Number lines ○ Timelines ○ Maps ○ Rubrics ○ Study guides / Guided Notes
Interactive	Verbal and Textual
<ul style="list-style-type: none"> ○ Whole group ○ Small group ○ Partner (turn-&-talk) ○ Cooperative groups (think/write/pair/share) ○ Triads ○ Interactive websites / software ○ Mentor / coach ○ L1 (home or first language) ○ Word to Word Dictionary / Picture Dictionary ○ Jigsaw activities 	<ul style="list-style-type: none"> ○ Labeling ○ Teacher Modeling / Monitoring ○ Repetition ○ Paraphrasing / Summarizing ○ Guiding, clarifying, probing questions ○ Leveled questions (5Ws) ○ Questioning prompts / cues ○ Word banks / phrase banks / word walls ○ Sentence starters / sentence frames / discussion frames ○ Cloze paragraphs / sentences ○ Talk moves (structured academic conversations: re-voicing/clarifying, restating, reasoning, adding on, wait time) ○ Wait time

Edge Level Fundamentals: Unit 1

Proposed Duration: October / November
(40 days)

<p>Unit Theme All About ME</p> <p>Essential Question Who Am I?</p>	<p>Cluster Themes</p> <p>#1: Think about your name.</p> <p>#2: Learn how your family and culture are part of you.</p> <p>#3: Discover how your body is unique.</p>										
<p>Unit Story Titles</p> <p>#1 - Photo Essay - First Names (Greta Gilbert)</p> <p>#1 - Play Excerpt - From Romeo & Juliet, Act 2, Scene 2 (William Shakespeare)</p> <p>#2 - Short Story - Growing Together (Carmen Agra Deedy)</p> <p>#2 - Poem - My People (Langston Hughes)</p> <p>#3 - Expository Nonfiction - Ways to Know You (Mimi Mortezaei)</p> <p>#3 - Magazine Article - Who is She? (Joan Johnson)</p>											
<p style="text-align: center;">Edge Leveled Readers</p> <p style="text-align: center;">Nonfiction - Houses (Harley Chan)</p> <p style="text-align: center;">Nonfiction - Families (Ann Morris)</p>											
<p style="text-align: center;">Background Knowledge</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="133 947 477 989">Basic English vocabulary</th> <th data-bbox="477 947 821 989">From previous schooling</th> <th data-bbox="821 947 1131 989">From daily life</th> <th data-bbox="1131 947 1468 989">From U.S. Culture</th> </tr> </thead> <tbody> <tr> <td data-bbox="133 989 477 1089">Family members Countries and cities around the world</td> <td data-bbox="477 989 821 1089">Countries and cities around the world</td> <td data-bbox="821 989 1131 1089">Family members What is a postcard?</td> <td data-bbox="1131 989 1468 1089"></td> </tr> </tbody> </table>				Basic English vocabulary	From previous schooling	From daily life	From U.S. Culture	Family members Countries and cities around the world	Countries and cities around the world	Family members What is a postcard?	
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<p>Student Materials</p> <p>Student Book: pp. 2-79</p> <p>Interactive Practice Book: pp. 4-39</p> <p>Grammar & Writing Practice Book: pp.1-30</p> <p>Grammar Review: pp. 31 – 33</p>		<p>Transparencies</p> <p>Key Vocabulary: pp.1</p> <p>Vocabulary Strategy: 1-3</p> <p>Academic Language Frame: 2-7</p> <p>Grammar: 1-18</p> <p>Language Transfer: 1-12</p>									
<p>Teacher Materials</p> <p>Teacher Edition (TE): pp. T1A-T79B</p> <p>Interactive Practice TE: pp. 1-39</p> <p>Grammar & Writing Practice TE: pp. 1-33</p> <p>Language & Grammar Lab TE: pp. 2-19</p>		<p>Audio / Technology</p> <p>Selection CD 1: Tracks 1-6</p> <p>Fluency Model CD: Tracks 1-3</p> <p>Language CD: Tracks 1-3</p>									

<p>Reading</p> <p><i>Strategy:</i> Activate Prior Knowledge Visualize Identify Text Structure</p> <p><i>Literary Analysis:</i> Analyze Characters in a Play Elements of Poetry: Patterns</p> <p><i>Fluency:</i> Accuracy and Rate, Intonation Phrasing</p> <p><i>Phonics Review:</i> Short Vowel Sounds Initial and Final Blends Long Vowels (o, e, i, u)</p>	<p>Key Vocabulary (• Academic Vocabulary)</p> <table border="0"> <thead> <tr> <th>Cluster 1</th> <th>Cluster 2</th> <th>Cluster 3</th> </tr> </thead> <tbody> <tr> <td>call</td> <td>beautiful</td> <td>find</td> </tr> <tr> <td>different</td> <td>grow</td> <td>idea</td> </tr> <tr> <td>everyone</td> <td>hard</td> <td>no one</td> </tr> <tr> <td>everywhere</td> <td>home</td> <td>pattern</td> </tr> <tr> <td>friend</td> <td>leave</td> <td>scientist</td> </tr> <tr> <td>like</td> <td>miss</td> <td>similar</td> </tr> <tr> <td>other</td> <td>together</td> <td>special</td> </tr> <tr> <td>unique</td> <td>wait</td> <td>study</td> </tr> </tbody> </table> <p>Vocabulary Strategy/Workshop Relate Words: Word Categories, Concept Clusters, Synonyms and Antonyms</p>	Cluster 1	Cluster 2	Cluster 3	call	beautiful	find	different	grow	idea	everyone	hard	no one	everywhere	home	pattern	friend	leave	scientist	like	miss	similar	other	together	special	unique	wait	study
Cluster 1	Cluster 2	Cluster 3																										
call	beautiful	find																										
different	grow	idea																										
everyone	hard	no one																										
everywhere	home	pattern																										
friend	leave	scientist																										
like	miss	similar																										
other	together	special																										
unique	wait	study																										
<p>Writing</p> <p><i>Response to Literature</i></p> <ul style="list-style-type: none"> • Quick write • Reflection • Explanation <p><i>Written Composition</i></p> <ul style="list-style-type: none"> • Write a Postcard • Write an Interview 	<p>Language Workshop</p> <p>Language Functions: Give Information Ask and Answer Questions Ask for and Give Information</p> <p>Grammar: Use the Verb: Be, Do, Have Use Complete Sentences Use Subject Pronouns</p> <p>Listening & Speaking: Listen to the Conversation Talk About a Friend Do a Survey Research & Speaking: Expand the Story Listen to a Rap: Play a Guessing Game</p>																											
<p>Unit Project Introduce a Classmate: Partner Profile</p>	<p>Workplace Workshop Learn on the Job: Research jobs / careers</p>																											
<p>Writing Project</p> <p>Write a Poem: Expressive Poem: pp. 74</p> <p>Close Reading <i>As You Like It, Act 2, Scene 7</i> (William Shakespeare)</p> <p>Reading strategies: determine importance, summarize, visualize</p> <p>Comprehension and Critical Thinking: analyze a play, make comparisons, connect across texts</p> <p>(Close Reading is on myNGConnect.com under “Teacher Resources,” Unit 1. Includes a student copy and a lesson plan. Google Docs for EDGE Fundamentals includes a lesson with word sorts / word study.)</p>	<p>Assessment</p> <p>Formative: Independent reading Journal <i>Interactive Practice Book</i>, pp. 4 - 39</p> <p>Summative: Cluster Test #1, 1b-1d Cluster Test #2, 1e-1g Cluster Test #3, 1h-1j Reflection, p. 1n Unit 1 Test, p 2 – 11 Unit Wrap Up, p. 72 - 73</p>																											

Student Learning Outcomes / PA Core Standards

<p>Listening Demonstrate comprehension of words that express basic personal needs (such as <i>transportation, housing</i>); personal likes and dislikes; personal information (such as <i>age, address, family</i>); and school-related information (such as <i>teacher's name, schedule, routines</i>). Demonstrate comprehension of everyday expressions used in interpersonal interactions (such as "<i>Hi, how are you,</i>" "<i>See you later</i>").</p>	<p>Speaking Express basic personal needs and information (such as <i>health, food, clothing, weather, recreation</i>) and school-related information, using spoken words and phrases. Describe people, places, and things, using some detail. C.C.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions... C.C.1.5.9-10.C: Integrate multiple sources of information presented in diverse media or formats...</p>
<p>Reading Apply knowledge of the basic parts of speech (<i>noun, verb, adjective, adverb</i>) and simple sentence structures to comprehend text. Read and understand high- frequency and familiar words and phrases. C.C.1.2.9-10.A: Determine a central idea of a text... provide an objective summary of the text. C.C.1.3.6.H: Compare and contrast texts in different forms or genres.... C.C.1.3.9-10.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.... C.C.1.2.9-10.G: Analyze various accounts of a subject told in different mediums...</p>	<p>Writing Plan ideas for writing in a way that makes sense for an identified purpose and audience. Write lists of words and phrases needed to accomplish an assigned writing task. C.C.1.4.9-10.R: Demonstrate grade appropriate command of the conventions of standard English grammar, usage... C.C.1.4.9-10.V: Conduct short... research projects to answer questions or solve a problem... C.C.1.4.9-10.S: Draw evidence from literary or information texts to support analysis, reflection and research...</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
Photo essays Play excerpts Fiction: short stories Poetry/ poems Expository Nonfiction Magazine articles Folk tales Web Forums Maps Biographies Short Fiction Memoirs	Repetition Illustrations Purpose Story elements: characters Text structure: problem/solution Text Structure: cause / effect Paragraph form Problem/Solution Charts	Cluster 1: call, different, everyone, everywhere, friend, like, other, unique Cluster 2: beautiful, grow, hard, home, leave, miss, together, wait Cluster 3: find, idea, no one, pattern, scientist, similar, special, study	Details Imagine Mind Describe Scene Facts Mental images Order Sequence Structure Express Unique	Word Parts Compound words Suffixes: -ly -able -olgy/-ology -scope Examples Non-examples Word maps	Give information Visualize Relate words Link vocabulary & concepts Generalize Explain Analyze Preview Review Reread Retell Interpret Respond Describe Share/discuss Identify Compare Evaluate Reflect Gather information Present Elaborate Summarize Speculate

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
*Introduction Interviews Visualization Chart Vocabulary Cards Concept Web/Friends Definition Web(s) T-Chart/Characters Retelling Quick write / name Category Chart / Relatives Research / names *Postcards	Word Web(s) Drawings Concept Clusters T-Chart/Settings T-Chart/Metaphors Sketch/Importance Research Five W Questions Sequence chart *Interview	Vocabulary Sentences Concept Maps Synonym/ Antonym Chart Retelling Sequence Chart Timeline *Job Research *Poem

**Priority Products*

Edge Level Fundamentals: Unit 2

Proposed Duration: December / January /
February (45 days) (KEYSTONE/ACCESS testing)

<p>Unit Theme Wisdom of the Ages</p> <p>Essential Question What Makes Us Wise?</p>	<p>Cluster Themes</p> <p>#1: Find out how taking good advice makes us wise.</p> <p>#2: Think about the wisdom of elders and mentors. #3: Think about different kinds of wisdom.</p>										
<p>Unit Story Titles</p> <p># 1 - Folk Tale - How Ananse Gave Wisdom to the World (Kofi Asare Opoku)</p> <p>#1 - Web Forum - Good Advice from Teens (Various Teens)</p> <p>#2 - Biography - <i>From Be Water, My Friend: The Early Years of Bruce Lee</i> (Ken Mochizuki)</p> <p>#2 - Short Fiction - Hands (An Na)</p> <p>#3 - Memoir - Mathematics (Alma Flor Ada)</p> <p>#3 - Poem - Remember (Joy Harjo)</p>											
<p style="text-align: center;">Edge Leveled Readers</p> <p style="text-align: center;">Nonfiction - Freedom Readers (Fran Downey) Graphic Novel - Who's Got Game? (Toni and Slade Morrison)</p>											
<p style="text-align: center;">Background Knowledge</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="131 947 477 982">Basic English vocabulary</th> <th data-bbox="477 947 821 982">From previous schooling</th> <th data-bbox="821 947 1133 982">From daily life</th> <th data-bbox="1133 947 1468 982">From U.S. Culture</th> </tr> </thead> <tbody> <tr> <td data-bbox="131 982 477 1157"> Wise Wisdom Parts of the body </td> <td data-bbox="477 982 821 1157" style="text-align: center;"> Parts of the body </td> <td data-bbox="821 982 1133 1157"> Parts of the body Structure of an internet forum What is a paragraph? What is a comic strip? </td> <td data-bbox="1133 982 1468 1157"> Structure of an internet forum What is a comic strip? </td> </tr> </tbody> </table>				Basic English vocabulary	From previous schooling	From daily life	From U.S. Culture	Wise Wisdom Parts of the body	Parts of the body	Parts of the body Structure of an internet forum What is a paragraph? What is a comic strip?	Structure of an internet forum What is a comic strip?
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Wise Wisdom Parts of the body	Parts of the body	Parts of the body Structure of an internet forum What is a paragraph? What is a comic strip?	Structure of an internet forum What is a comic strip?								
<p>Student Materials</p> <p>Student Book: pp. 80-157</p> <p>Interactive Practice Book: pp. 42-77</p> <p>Grammar & Writing Practice Book: pp. 34-60</p> <p>Grammar Review: pp. 64 – 66</p>		<p>Transparencies</p> <p>Vocabulary Strategy: 4-6</p> <p>Academic Language Frame: 9-14</p> <p>Grammar: 19-36</p> <p>Language Transfer: 4, 13-17</p>									
<p>Teacher Materials</p> <p>Teacher Edition (TE): pp. T79C- T157B Interactive Practice TE: pp. 40-77 Grammar & Writing Practice TE: pp. 34-66</p> <p>Language & Grammar Lab TE: pp. 20-37</p>		<p>Audio / Technology</p> <p>Selection CD 1: Tracks 7- 12 Fluency Model CD: Tracks 4-6</p> <p>Language CD: Tracks 4-6</p>									

<p>Reading</p> <p><i>Strategy:</i></p> <ul style="list-style-type: none"> Activate Prior Knowledge Ask Questions Identify Text Structure <p><i>Literary Analysis:</i></p> <ul style="list-style-type: none"> Describe characters Analyze Story Elements: Character Analyze Elements of Poetry: Repetition <p><i>Fluency:</i></p> <ul style="list-style-type: none"> Accuracy and Rate Expression Phrasing <p><i>Phonics Review:</i> Long Vowel Patterns Digraphs (ch, tch, sh, th, wh, ng, ck)</p>	<p>Key Vocabulary (• Academic Vocabulary)</p> <table border="1"> <thead> <tr> <th>Cluster 1</th> <th>Cluster 2</th> <th>Cluster 3</th> </tr> </thead> <tbody> <tr> <td>angry</td> <td>break</td> <td>connect</td> </tr> <tr> <td>difficult</td> <td>explain</td> <td>history</td> </tr> <tr> <td>lonely</td> <td>fight</td> <td>joy</td> </tr> <tr> <td>problem</td> <td>harm</td> <td>listen</td> </tr> <tr> <td>selfish</td> <td>rest</td> <td>poor</td> </tr> <tr> <td>share</td> <td>touch</td> <td>receive</td> </tr> <tr> <td>simple</td> <td>tough</td> <td>remember</td> </tr> <tr> <td>solution</td> <td>understand</td> <td>rich</td> </tr> </tbody> </table> <p>Vocabulary Strategy/Workshop</p> <p>Use Word Parts: Compound Words, Suffixes, Suffixes and Compound Words</p>	Cluster 1	Cluster 2	Cluster 3	angry	break	connect	difficult	explain	history	lonely	fight	joy	problem	harm	listen	selfish	rest	poor	share	touch	receive	simple	tough	remember	solution	understand	rich
Cluster 1	Cluster 2	Cluster 3																										
angry	break	connect																										
difficult	explain	history																										
lonely	fight	joy																										
problem	harm	listen																										
selfish	rest	poor																										
share	touch	receive																										
simple	tough	remember																										
solution	understand	rich																										
<p>Writing</p> <p><i>Response to Literature</i></p> <p>Write About Literature</p> <ul style="list-style-type: none"> • Problem-and-Solution Paragraph • Explanation • Journal Entry <p>Written Composition</p> <ul style="list-style-type: none"> • Write About a Folk Tale • Write a Comic Strip 	<p>Language Workshop</p> <p>Language Functions: Describe Actions Express Likes and Dislikes Express Needs and Wants</p> <p>Grammar: Use Action Verbs Use Present Progressive Verbs Use Nouns and Verbs in Sentences</p> <p>Listening & Speaking: Listen to an Interview Guess the Action Listen to a Conversation Talk About a Sport Listen to A Poem For That, You Need This</p>																											
<p>Unit Project</p> <p>Book of Proverbs: Create a Book of Proverbs</p>	<p>Workplace Workshop</p> <p>Research Education Careers: Teacher / School based careers</p>																											

<p>Writing Project Write an Advice Column</p> <p>Close Reading <i>If</i> (Rudyard Kipling) Reading strategies: determine importance, summarize Comprehension and Critical Thinking: analyze elements of poetry, repetition, make comparisons, connect Across text</p> <p>(Close Reading is on myNGConnect.com under “Teacher Resources,” Unit 2. Includes a student copy and a lesson plan. Google Docs for EDGE Fundamentals includes a lesson with word sorts / word study.)</p>	<p>Assessment <u>Formative</u></p> <ul style="list-style-type: none"> • Independent reading • Journal • <i>Interactive Practice Book</i>, pp. 42-77 <p><u>Summative</u></p> <ul style="list-style-type: none"> • Cluster 1 Test pp.12b-12d • Cluster 2 Test pp. 12e-12g • Cluster 3 Test pp.12h-12j • Reflection, pp. 12n • Unit 2 Test pp. 13-22 • Unit 2 Wrap Up pp.150-151
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Student Learning Outcomes / PA Common Core	
<p>Listening Demonstrate comprehension of simple oral requests. Request help, feedback, and clarification.</p>	<p>Speaking Ask and answer concrete questions about familiar content. Make and respond to oral requests. C.C.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions... C.C.1.5.9-10.C: Integrate multiple sources of information presented in diverse media or formats...</p>
<p>Reading Read and understand previously learned essential vocabulary words. Analyze the elements of plot, character, and setting in stories. C.C.1.3.9-10.A: Cite strong and thorough textual evidence to support analysis of what the text says... C.C.1.3.9-10.C: Determine a theme of central idea of a text and analyze in detail its development... of the text... C.C.1.3.6.H: Compare and contrast texts in different forms or genres....</p>	<p>Writing Identify the structures and length that support the audience, purpose, and topic of a writing task. Write a letter, with ideas placed in an order that makes sense. C.C.1.4.9-10.G: Write arguments (opinion) to support claims in an analysis of substantive topics. C.C.1.4.9-10.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage,... C.C.1.4.9-10.T: Develop and strengthen writing as needed by planning, revising, editing, rewriting, ...</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
Poetry / poems Nonfiction Folk tales Web forums Maps Biographies Short fiction Memoirs	Repetition Illustrations Purpose Story elements: characters Text structure: problem/solution Text Structure: cause / effect Paragraph form Problem/Solution Charts	Cluster 1: angry, difficult, lonely, problem, selfish, share, simple solution Cluster 2: break, explain, fight, harm, rest, touch, tough, understand Cluster 3: connect, history, joy, listen, poor, receive, remember, rich	Folk Tale Organize Problem Solution Biography Text Fiction Description Common Probably Appreciate Repetition Advice Column	Word Parts Compound words Suffixes: -ly -able -olgy/-ology -scope Examples Non-examples Word maps	Generalize Explain Analyze Compare Interpret Visualize Classify Share/Discuss Observe Discuss Reread Retell Describe Guess Preview Review Predict Define Confirm predictions Evaluate Express likes / dislikes Pronounce Respond to Summarize Listen actively Clarify Express wants / needs Give advice Brainstorm

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Vocabulary Questions Concept Maps *Problem / Solution Chart --Concept Web/Friends --Character Chart --Retelling --Folk Tale / Analysis	Vocabulary Sentences Word Maps Retelling Character Chart *Compare Characters *Cause / Effect Chart Comic Strip	Vocabulary Drawings Concept Maps Retelling T-Chart / Character Journal Entry Analysis of Repetition *Advice Column *Research / Careers

**Priority Products*

Edge Level Fundamentals: Unit 3

Proposed Duration: (March / April
(40 days) (2 wks ACCESS testing)

Unit Theme	Global Village	Cluster Themes	
Essential Question	What Makes Us the Same? What Makes Us Different?	#1: Talk about how our environments make us different. #2: Think about how the experiences we share make us the same. # 3: Find out how our hopes and dreams make us different.	
Unit Story Titles	#1 - Expository Nonfiction If the World Were a Village (David J. Smith) #1 - Poem - The Same (Francisco X. Alarcón) #1 - Magazine Article - Freaky Food (Nancy Shepherdson) #2 - Narrative Nonfiction - Behind the Veil (Philip Devitt) #2 - Photo Essay -The Simple Sport (Sara Chiu) # 3 - Short Fiction -Alphabet City Ballet (Erika Tamar) #3 - Song Lyrics -You Can Get It If You Really Want (Jimmy Cliff)		
Edge Leveled Readers			
Nonfiction - Rice (Marianne Morrison) Nonfiction - What Makes a Community? (Janet Helenthal)			
Background Knowledge			
Basic English vocabulary	From previous schooling	From daily life	From U.S. Culture
Topic Numbers (including million and billion) Clothing Sports	Topic Numbers (including million and billion) Environmental		Environmental Sports
Student Materials Student Book: pp. 158-239 Interactive Practice Book: pp. 80-117 Grammar & Writing Practice Book: pp. 67-93 Grammar Review: pp. 97-99	Transparencies Key Vocabulary: 2 Vocabulary Strategy: 7-9 Academic Language Frame: 16-21 Grammar: 37-54 Language Transfer: 18-21		
Teacher Materials Teacher Edition (TE): pp. T157C-T239B Interactive Practice TE: pp. 78-117 Grammar & Writing Practice TE: pp. 67-99 Language & Grammar Lab TE: pp. 38-55	Audio / Technology Selection CD 2: Tracks 1-8 Fluency Model CD: Tracks 7-9 Language CD: Tracks 7-9		

<p>Reading</p> <p><i>Strategy:</i></p> <ul style="list-style-type: none"> Determine Important Use Text Features: Headings, Globes Identify Elements of Poetry: Rhythm, Rhyme, Repetition <p><i>Literary Analysis:</i></p> <ul style="list-style-type: none"> Analyze Text Features: Headings Analyze Text Features: Globes Analyze Elements of Poetry Analyze Settings <p><i>Fluency:</i></p> <ul style="list-style-type: none"> Accuracy and Rate Expression Phrasing <p><i>Phonics Review:</i></p> <ul style="list-style-type: none"> Long Vowel Sounds Verbs with <i>-ed, -ing</i> Words with <i>-y</i> 	<p>Key Vocabulary (• Academic Vocabulary)</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Cluster 1</th> <th style="text-align: left;">Cluster 2</th> <th style="text-align: left;">Cluster 3</th> </tr> </thead> <tbody> <tr> <td>crowded</td> <td>belief</td> <td>become</td> </tr> <tr> <td>decide</td> <td>experience</td> <td>dream</td> </tr> <tr> <td>enough</td> <td>forget</td> <td>easy</td> </tr> <tr> <td>hungry</td> <td>popular</td> <td>practice</td> </tr> <tr> <td>instead</td> <td>religion</td> <td>respect</td> </tr> <tr> <td>meal</td> <td>sport</td> <td>succeed</td> </tr> <tr> <td>safe</td> <td>truth</td> <td>try</td> </tr> <tr> <td>village</td> <td>uncomfortable</td> <td>victory</td> </tr> </tbody> </table> <p>Vocabulary Strategy/Workshop</p> <p>Use Word Parts: Suffixes (<i>-er, -y</i>), Prefixes (<i>re-, un-</i>), and Compound Words</p>	Cluster 1	Cluster 2	Cluster 3	crowded	belief	become	decide	experience	dream	enough	forget	easy	hungry	popular	practice	instead	religion	respect	meal	sport	succeed	safe	truth	try	village	uncomfortable	victory
Cluster 1	Cluster 2	Cluster 3																										
crowded	belief	become																										
decide	experience	dream																										
enough	forget	easy																										
hungry	popular	practice																										
instead	religion	respect																										
meal	sport	succeed																										
safe	truth	try																										
village	uncomfortable	victory																										
<p>Writing</p> <p><i>Response to Literature:</i></p> <p>Write about Literature</p> <ul style="list-style-type: none"> • Opinion Statement • Invitation • Journal Entry <p>Written Composition</p> <ul style="list-style-type: none"> • Write a Photo Essay • Write a Comparison – Contrast Paragraph 	<p>Language Workshop</p> <p>Language Functions: Describe People and Places Make Comparisons</p> <p>Grammar: Use Adjectives Before Nouns Use Adjectives That Compare Use Possessive Nouns</p> <p>Listening & Speaking: Listen to a Chant: Describe a Picture Research & Speaking: Use a Bar Graph Listen to a Description Play a Comparison Game You Be the Judge</p>																											
<p>Unit Project</p> <p>Multimedia Presentation: Create a Book Poster</p>	<p>Workplace Workshop</p> <p>Research “Green” Careers</p>																											
<p>Writing Project Write a Description</p> <p>Close Reading <i>A House Divided</i> (Abraham Lincoln)</p> <p>Reading strategies: determine importance, summarize Comprehension and Critical Thinking: identify main idea, identify repetition, make comparisons, connect across texts</p> <p>(Close Reading is on myNGConnect.com under “Teacher Resources,” Unit 3. Includes a student copy and a lesson plan. Google Docs for EDGE Fundamentals includes a lesson with word sorts / word study.)</p>	<p>Assessment</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> • Independent reading • Journal • <i>Interactive Practice Book</i>, pp.80-117 <p><u>Summative</u></p> <ul style="list-style-type: none"> • Cluster 1 Test pp. 23b-23d • Cluster 2 Test pp. 23e-23g • Cluster 3 Test pp. 23h-23j • Reflection, pp. 23n • Unit 3 Test pp. 24-33 • Unit 3 Wrap Up pp. 232-233 																											

Student Learning Outcomes / PA Common Core

<p>Listening Demonstrate comprehension of oral directions that include visual cues. Adapt speech to a variety of contexts and tasks. Determine the word meaning or the effect on meaning of selected prefixes and suffixes (such as <i>re-</i>, <i>un-</i>, <i>dis-</i>, <i>-tion</i>, <i>-less</i>, <i>-ly</i>).</p>	<p>Speaking Compare and contrast information orally. Describe people, places, and things, using some detail. C.C.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grade level topics... C.C.1.5.9-10.C: Integrate multiple sources of information presented in diverse media or formats...</p>
<p>Reading Identify and apply strategies to enhance comprehension of texts. Analyze the elements of plot, character, and setting in stories. C.C.1.2.9-10.A: Determine a central idea of a text...provide an objective summary of the text. C.C.1.3.6.H: Compare and contrast texts in different forms or genres.... C.C.1.3.9-10.B: Analyze how characters develop over the course of a text...</p>	<p>Writing Organize information about a topic into a paragraph with a topic sentence, supporting details, and a concluding sentence. Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion. C.C.1.4.9-10.A: Write informative / explanatory texts to examine and convey complex ideas, concepts and information... C.C.1.4.9-10.C: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, definitions, details, quotations, ...</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
Poetry / poems Expository Nonfiction Narrative Nonfiction Photo Essay Short Fiction Song Lyrics Magazine Articles	Text Features: --Headings --Bar graphs --Graphics --Globes Elements of poetry: --Rhythm --Repetition --Setting --Characters	Cluster 1: crowded, decide, enough, hungry, instead, meal, safe, village Cluster 2: belief, experience, forget, popular, religion, sport, truth, uncomfortable Cluster 3: become, dream, easy, practice, respect, succeed, try, victory	Author Chart Topic Decide Section Determine Importance Feature Label Locate Clue Personal Rhyme Rhythm Research Summary	Word Parts Suffixes --er --y Prefixes --us --re Compound words Word Map Examples Non-examples Word Wall Vocabulary Clues Word Sort Vocabulary concentration	Discuss Identify Determine importance Compare Generalize Analyze Make judgments Interpret Draw conclusions Describe Reread and retell Review Elaborate Preview Explain Give an oral response to literature Listen actively Make connections across texts Give/ share information Express opinions Respond to and interpret visuals Evaluate literature Compare / Contrast Activate prior knowledge Classify & compare Set a purpose Brainstorm Give an oral presentation

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Vocabulary Cards Concept Maps Main Idea Chart T-Chart / Same and Different Mail Idea Chart Prediction Chart *Opinion Statement *Photo Essay	Vocabulary Ideas Web Summary (Planner) Character Summary Country Study *Invitation Category Diagram *Comparison / Contrast Paragraph	Vocabulary Sentences Concept Maps T-Chart-Reactions Connection to Text Analysis of Repetition Journal Entry Setting Chart *Description Essay

* Priority Projects

Edge Level Fundamentals: Unit 4
Proposed Duration: May / June (29 days)
 (begin in ELD 1) (KEYSTONE testing)

<p>Unit Theme Survival</p> <p>Essential Question What Does It Take to Survive?</p>	<p>Cluster Themes</p> <p>#1: Think about how luck helps survivors. #2: Find out how creative thinking can help people survive. #3: Explore how the body and the mind work together for survival.</p>								
<p>Unit Story Titles</p> <p>#1 - Short Story - Two Were Left (Hugh B. Cave) #1 - Newspaper Article - Tornado Survivor Called “the luckiest man on Earth” (Wes Johnson) #2 – News Feature - Surviving Karema (Daphne Liu) #2 - Nonfiction -Maps #2 - Magazine Article - Test Your Survival Skills (Nick D’Alto) #3 - Science Article - Fight or Flight? What your Body Knows About Survival (James E. Porter) #3 - Magazine Profile - Survivor Rulon Gardner: Hardheaded (Andrea Minarcek)</p>									
<p>Edge Leveled Readers</p> <p>Graphic Novel - Hercules (Paul Storrie) Nonfiction -Wicked Weather (Beth Geiger)</p>									
<p>Background Knowledge</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Basic English vocabulary</th> <th style="width: 25%;">From previous schooling</th> <th style="width: 25%;">From daily life</th> <th style="width: 25%;">From U.S. Culture</th> </tr> </thead> <tbody> <tr> <td>Weather terms Disaster terms (tornado, hurricane, earthquake) Caveman Common animals</td> <td>caveman</td> <td></td> <td>Disaster terms Hurricane Katrina</td> </tr> </tbody> </table>		Basic English vocabulary	From previous schooling	From daily life	From U.S. Culture	Weather terms Disaster terms (tornado, hurricane, earthquake) Caveman Common animals	caveman		Disaster terms Hurricane Katrina
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Weather terms Disaster terms (tornado, hurricane, earthquake) Caveman Common animals	caveman		Disaster terms Hurricane Katrina						
<p>Student Materials</p> <p>Student Book: pp. 240-323 Interactive Practice Book: pp. 120-159 Grammar & Writing Practice Book: pp. 100-126 Grammar Review: 130-132</p>	<p>Transparencies</p> <p>Key Vocabulary: 3-5 Vocabulary Strategy: 10-12 Academic Language Frame: 23-28 Grammar: 55-72 Language Transfer: 3, 22-25</p>								
<p>Teacher Materials</p> <p>Teacher Edition (TE): pp. T240C-T323B Interactive Practice TE: pp. Grammar & Writing Practice TE: pp. Language & Grammar Lab TE: pp. 56-73</p>	<p>Audio / Technology</p> <p>Selection CD 2: Tracks 9-15 Fluency Model CD: Tracks 10-12 Language CD: Tracks 10-12</p>								

<p>Reading</p> <p><i>Strategy:</i> Plan and Monitor: Preview Predict Set a Purpose Clarify Ideas and Vocabulary</p> <p><i>Literary Analysis:</i> Analyze Text Features: Photos & Captions Analyze Plot Compare Fiction and Nonfiction</p> <p><i>Fluency:</i> Accuracy and Rate Expression Intonation Phrasing</p> <p><i>Phonics Review:</i> R-controlled vowels (<i>er, ir, ur, ar, or</i>) Long Vowels (<i>ai, ay, ie, igh</i>)</p>	<p>Key Vocabulary</p> <p><i>Academic vocabulary:</i> predict, preview, connect, illustration, purpose, monitor, clarify, laterally, confirm, confuse, event, related, draft, topic</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Cluster 1</th> <th style="text-align: center;">Cluster 2</th> <th style="text-align: center;">Cluster 3</th> </tr> </thead> <tbody> <tr> <td>Damage</td> <td>choice</td> <td>blood vessel</td> </tr> <tr> <td>defenseless</td> <td>disaster</td> <td>circumstances</td> </tr> <tr> <td>die</td> <td>neighbor</td> <td>danger</td> </tr> <tr> <td>fear</td> <td>obstacle</td> <td>energy</td> </tr> <tr> <td>injured</td> <td>safety</td> <td>escape</td> </tr> <tr> <td>powerful</td> <td>save</td> <td>perspire</td> </tr> <tr> <td>recover</td> <td>stranger</td> <td>physical</td> </tr> <tr> <td>weak</td> <td>victim</td> <td>system</td> </tr> </tbody> </table> <p>Vocabulary Strategy/Workshop Build on word knowledge: use a dictionary, multiple-meaning words, thesaurus skills</p>	Cluster 1	Cluster 2	Cluster 3	Damage	choice	blood vessel	defenseless	disaster	circumstances	die	neighbor	danger	fear	obstacle	energy	injured	safety	escape	powerful	save	perspire	recover	stranger	physical	weak	victim	system
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recover	stranger	physical																										
weak	victim	system																										
<p>Writing</p> <p><i>Response to Literature</i></p> <ul style="list-style-type: none"> • Survival Guide • Opinion Statement <p><i>Written Composition</i></p> <ul style="list-style-type: none"> • Paragraph: Continue the Story • Write About a Challenge <p>Writing Project Writing Expository Paragraph, Descriptive Writing (post card – 5 senses)</p>	<p>Language Workshop</p> <p>Language Functions: Describe an Experience Describe a Past Event Give and Carry Out Commands</p> <p>Grammar: Use Past Tense Verbs (was, were) Use Irregular Past Tense Verbs Adverbs</p> <p>Listening & Speaking: Listen to a Story Tell Your Story Listen to a News Report Talk About a Weather Event Listen to a Rap Role Play a Phone Call</p>																											
<p>Unit Project Safety Demonstration</p>	<p>Workplace Workshop Research Public Safety Careers</p>																											

<p>Writing Project Write an Expository Paragraph Descriptive Writing (post card)</p> <p>Close Reading <i>To Build a Fire</i> (Jack London) Reading strategies: determine importance; summarize Comprehension and Critical Thinking: analyze plot; make comparisons; connect across texts</p> <p>(Close Reading is on myNGConnect.com under “Teacher Resources,” Unit 4. Includes a student copy and a lesson plan. Google Docs for EDGE Fundamentals includes a lesson with word sorts / word study.)</p>	<p>Assessment <u>Formative</u></p> <ul style="list-style-type: none"> • Independent reading • Journal • <i>Interactive Practice Book</i>, pp.120-159 <p><u>Summative</u></p> <ul style="list-style-type: none"> • Cluster 1 Test pp. 34b-34d • Cluster 2 Test pp. 34e-34g • Cluster 3 Test pp. 34h-34j • Reflection, pp. 34n • Unit 4 Test pp.35-46 • Unit 4 Wrap Up pp.316-317
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Student Learning Outcomes / PA Common Core	
<p><u>Listening</u></p> <p>Identify important information about academic content, using prior knowledge and/or visual cues as needed. Take notes (using <i>graphic organizers</i>) while listening for specific information.</p>	<p><u>Speaking</u></p> <p>Use basic grammar patterns in speaking to produce familiar statements, questions, and commands. Recount prior experiences and events of interest, using familiar sentences.</p> <p>C.C.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grade level topics...</p> <p>C.C.1.5.9-10.C: Integrate multiple sources of information presented in diverse media or formats...</p>
<p><u>Reading</u></p> <p>Support individual interpretations and conclusions, using evidence from a literary or an informational text.</p> <p>Obtain information from a variety of print and non-print sources.</p> <p>C.C.1.2.9-10.A: Determine a central idea of a text...provide an objective summary of the text.</p> <p>C.C.1.3.6.H: Compare and contrast texts in different forms or genres....</p> <p>C.C.1.3.9-10.B: Analyze how characters develop over the course of a text...</p>	<p><u>Writing</u></p> <p>Write a paragraph that provides information and includes a topic statement, supporting details, and a conclusion.</p> <p>C.C.1.4.9-10.A: Write informative / explanatory texts to examine and convey complex ideas, concepts and information...</p> <p>C.C.1.4.9-10.C: Develop and analyze the topic with relevant, well-chosen, and sufficient facts, definitions, details, quotations, ...</p> <p>C.C.1.4.9-10.L: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization,...</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
Fiction: Short Story Nonfiction: Newspaper article News Features Maps Magazine article Science Article Magazine Profile	<u>Text structure:</u> Photos and captions Plot Sequence Boxes and headings Diagrams Labels and captions <u>Literary Elements:</u> Setting	Cluster 1: damage, defenseless, die, fear, injured, powerful, recover, weak Cluster 2: choice, disaster, neighbor, obstacle, safety, save, stranger, victim Cluster 3: blood vessel, circumstances, danger, energy, escape, perspire, physical, system	Predict Preview Connect Illustration Purpose Monitor Clarify Laterally Confirm Confuse Event Related Draft Topic	Use a dictionary Multiple-meaning words Idea Web T-Chart World Map Example Non-example	Preview Predict Set a purpose Clarify vocabulary / ideas Analyze Apply Describe Speculate Make inferences Explain Summarize Compare Respond to & interpret visuals Observe details Interpret & respond Discuss Activate Prior Knowledge Give an oral response to literature Connect Across Texts Evaluate literature Express opinions Locate & organize information

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Vocabulary: Example Chart Prediction Chart Concept Maps Retell *Survival Guide Use a Dictionary *Continue the Story	Imagery Web Vocabulary: Example Webs Retelling Opinion Statement *Problem/Solution Event Sequence *Write About a Challenge	Vocabulary: Word Map Concept Maps: Retelling Sequence Chart Skit *Expository Paragraph *Research / Careers

**Priority Projects*

Edge Level Fundamentals: Unit 5

Proposed Duration: If not completed in in
ELD 1, continue in ELD 2 (Sept / Oct)

<p>Unit Theme Fitting In</p> <p>Essential Question How Important Is It To Fit In?</p>	<p>Cluster Themes</p> <p>#1: Think about when it is worth it to try to fit in. #2: Learn what makes people feel good about themselves. #3: Talk about how people can create their own space.</p>										
<p>Unit Story Titles</p> <p>#1 - Novel Excerpt - Frijoles (Gary Soto) #1 - Fable - The Jay and the Peacocks (based on the fable by Aesop) #2 - Persuasive Essays - Cochlear Implants: Two Sides of the Story (Caitlin Parton & Tanya S.) #2 - Quote - A Different Drummer (Henry David Thoreau) #2 - Photo Essay - High School (Jona Frank) #3 - Short Story -The Right Moves (Yeemay Chan) #3 - Poem - I'm Nobody (Emily Dickinson)</p>											
<p style="text-align: center;">Edge Leveled Readers</p> <p style="text-align: center;">Classic Fiction - Frankenstein (Mary Shelley) Nonfiction - Women Work for Change (Susan E. Goodman)</p>											
<p style="text-align: center;">Background Knowledge</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Basic English vocabulary</th> <th style="width: 25%;">From previous schooling</th> <th style="width: 25%;">From daily life</th> <th style="width: 25%;">From U.S. Culture</th> </tr> </thead> <tbody> <tr> <td>Fit in Picnic Party President Vote</td> <td>President Vote School government School clubs</td> <td>blogs</td> <td>Blogs High school social cliques</td> </tr> </tbody> </table>				Basic English vocabulary	From previous schooling	From daily life	From U.S. Culture	Fit in Picnic Party President Vote	President Vote School government School clubs	blogs	Blogs High school social cliques
Basic English vocabulary	From previous schooling	From daily life	From U.S. Culture								
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<p>Student Materials</p> <p>Student Book: pp. 324-405 Interactive Practice Book: pp. 162-199 Grammar & Writing Practice Book: pp. 133-162 Grammar Review, p. 163 – 165</p>		<p>Transparencies</p> <p>Key Vocabulary: 6-8 Vocabulary Strategy: 13-15 Academic Language Frame: 30-35 Grammar: 73-90 Language Transfer: 26</p>									
<p>Teacher Materials</p> <p>Teacher Edition (TE): pp. T323C-T405B Interactive Practice TE: pp. T323I- T323J Grammar & Writing Practice TE: pp. 133 - 157 Language & Grammar Lab TE: pp. 74-91</p>		<p>Audio / Technology</p> <p>Selection CD 3: Tracks 1-9 Fluency Model CD: Tracks 13-15 Language CD: Tracks 13-15</p>									

<p>Reading</p> <p><i>Strategy:</i> Make Connections</p> <p><i>Literary Analysis:</i> Interpret Fables Distinguish Fact and Opinion Compare Genres Compare Characters</p> <p><i>Fluency:</i> Accuracy and Rate Expression Phrasing</p> <p><i>Phonics Review:</i> Words with <i>oi, oy, oo</i> <i>R</i>-controlled vowels (<i>ear</i>) Silent consonants (<i>wr, kn, mb</i>)</p>	<p>Key Vocabulary</p> <p>Academic Vocabulary: connection, experience, interpret, moral, agree, opinion, relate, remind, improve, occasionally, compare, logically</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Cluster 1</th> <th style="text-align: left;">Cluster 2</th> <th style="text-align: left;">Cluster 3</th> </tr> </thead> <tbody> <tr> <td>agreement</td> <td>attention</td> <td>nervous</td> </tr> <tr> <td>alone</td> <td>device</td> <td>nobody</td> </tr> <tr> <td>arrive</td> <td>disability</td> <td>participate</td> </tr> <tr> <td>exotic</td> <td>disadvantage</td> <td>perform</td> </tr> <tr> <td>ordinary</td> <td>identity</td> <td>somebody</td> </tr> <tr> <td>prepare</td> <td>separate</td> <td>sponsor</td> </tr> <tr> <td>suggest</td> <td>situation</td> <td>support</td> </tr> <tr> <td></td> <td>social</td> <td>tension</td> </tr> </tbody> </table> <p>Vocabulary Strategy/Workshop Use Context Clues: Synonym and Antonym Clues, Multiple-Meaning Words, Use Example Clues</p>	Cluster 1	Cluster 2	Cluster 3	agreement	attention	nervous	alone	device	nobody	arrive	disability	participate	exotic	disadvantage	perform	ordinary	identity	somebody	prepare	separate	sponsor	suggest	situation	support		social	tension
Cluster 1	Cluster 2	Cluster 3																										
agreement	attention	nervous																										
alone	device	nobody																										
arrive	disability	participate																										
exotic	disadvantage	perform																										
ordinary	identity	somebody																										
prepare	separate	sponsor																										
suggest	situation	support																										
	social	tension																										
<p>Writing</p> <p><i>Response to Literature</i></p> <ul style="list-style-type: none"> • Analysis • Opinion Statement • Explanation <p><i>Written Composition</i></p> <ul style="list-style-type: none"> • Write a Letter to a Pen Pal • Write a Blog 	<p>Language Workshop</p> <p>Language Functions: Express Intentions Express Opinions Express Ideas and Feelings</p> <p>Grammar: Use Verbs in the Future Tense Use Prepositions Use Object Pronouns</p> <p>Listening & Speaking: Listen to a Chant: Talk About Plans Research & Speaking: Country Profile Listen to a Speech: Say What You Think Listen to a Conversation: Pass It On</p>																											
<p>Unit Project Multimedia Presentation: TV Talk Show</p>	<p>Workplace Workshop Research Jobs in Technology</p>																											
<p>Writing Project Write a Fact-and-Opinion Paragraph</p> <p>Close Reading <i>Invisible Man</i> (Ralph Ellison) Reading strategies: determine importance; summarize; make connections Comprehension and Critical Thinking: make comparison; connect across texts</p> <p>(Close Reading is on myNGConnect.com under “Teacher Resources,” Unit 5. Includes a student copy and a lesson plan. Google Docs for EDGE Fundamentals includes a lesson with word sorts / word study.)</p>	<p>Assessment</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> • Independent reading • Journal • <i>Interactive Practice Book</i>, pp.162-199 <p><u>Summative</u></p> <ul style="list-style-type: none"> • Cluster 1 Test pp. 47b-47d • Cluster 2 Test pp. 47e-47g • Cluster 3 Test pp. 47h-47j • Reflection, pp. 47n • Unit 5 Test pp. 48-59 																											

Student Learning Outcomes / PA Common Core

<p><u>Listening</u> Demonstrate comprehension of frequently used synonyms and antonyms.</p>	<p><u>Speaking</u> Make predictions or inferences based on a story or information that has been heard. C.C.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grade level topics... C.C.1.5.9-10.C: Integrate multiple sources of information presented in diverse media or formats...</p>
<p><u>Reading</u> Recognize nursery thymes, fables, fairy tales, tall tales, lullabies, and myths as traditional literature. Identify and analyze how sound devices, figurative language, and graphic elements support meaning in poetry. C.C.1.2.9-10.A: Determine a central idea of a text...provide an objective summary of the text. C.C.1.3.6.H: Compare and contrast texts in different forms or genres.... C.C.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts. C.C.1.2.9-10.G: Analyze various accounts of a subject told in different mediums....</p>	<p><u>Writing</u> Write a brief response to a literary text or an explanation of an informational text, using evidence from the text as a support. After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer. C.C.1.4.9-10.G: Write arguments (opinion pieces) to support claims in an analysis of substantive topics. C.C.1.4.9-10.J: Create organization that establishes clear relationships among claims...evidence; use words, phrases and clause to link major sections of the text...provide a concluding statement or section...</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
<u>Fiction:</u> Novel Excerpt Fable Short Story <u>Nonfiction:</u> Persuasive Essays Quotes Photo Essays <u>Poetry / poems</u>	Fables Fact vs. opinion Genres Character comparison Poetry Test talk <u>Text Feature:</u> Graphs Illustrations Headings & subheadings	<u>Cluster 1:</u> agreement, alone, arrive, exotic, jealous, ordinary, prepare, suggest <u>Cluster 2:</u> attention, device, disability, disadvantage, identify, separate, situation, social <u>Cluster 3:</u> Nervous, nobody, participate, perform, somebody, sponsor, support, tension	Connection Experience Interpret Moral Agree Opinion Relate Remind Improve Occasionally Compare Logically	Context clues: synonym / antonym clues Multiple meaning clues Example clues Word map Examples Non-examples Four-corner vocabulary study cards Vocabulary concentration Definition Map Vocabulary Notebook	Analyze Interpret visuals Explain Compare Speculate Respond to questions Use context clues Evaluate literature Activate prior knowledge Make connections Give an oral response to literature Predict Confirm predictions Distinguish facts and opinion Express opinions Participate in a speech & conversation Express ideas & feelings Locate and organize information

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Vocabulary example chart Concept maps Prediction chart *Fable analysis Cause / Effect chain *Country profile *Friendly letter	Definition maps Connection chart Venn diagram Retelling Fact/Opinion Chart *Blog	Vocabulary Chart Connection chart Connect to the Story Compare genres Character chart / Compare *Fact/ Opinion *Paragraph

**Priority Projects*

Edge Level Fundamentals: Unit 6

Proposed Duration: If not completed in
ELD 1, (Nov / Dec in ELD 2)

Unit Theme	What Matters Most	Cluster Themes	
Essential Question	What Is Most Important in Life?	#1: Think about how your attitude affects your life. #2: Explore what it means to do the right thing. #3: Consider how love matters.	
Unit Story Titles			
#1 - Play - Luck (Elena Castedo) #1 - Memoir - Young at Heart (Huynh Quang Nhuong) #1 - Nonfiction - The Marketplace (Davene Wasser) #2 - Short Story - The Scholarship Jacket (Marta Salinas) #2 - Article - Eye on Cheaters (from <i>Current Events</i>) #3 - Short Story - The Gift of the Magi (adapted from O. Henry) #3 - Poem - Shoulders (Naomi Shihab Nye)			
Edge Leveled Readers			
Realistic Fiction -Maasai Dreamer (Adrienne Frater) Contemporary Fiction -Any Small Goodness (Tony Johnston)			
Background Knowledge			
Basic English vocabulary	From previous schooling	From daily life	From U.S. Culture
Mountain Valley	Cardinal directions Street directions Drama/plays Mountain Valley	Street directions	Christmas gift traditions
Student Materials		Transparencies	
Student Book: pp. 406-499 Interactive Practice Book: pp. 202-241 Grammar & Writing Practice Book: pp. 166-192 Grammar Review: pp. 193 - 198		Key Vocabulary: 9-10 Vocabulary Strategy: 16-18 Academic Language Frame: 37-42 Grammar: 91-108	

<p>Teacher Materials Teacher Edition (TE): pp. T405C-T499B Interactive Practice TE: pp. T404I - T405J Grammar & Writing Practice TE: T404I-T405J Language & Grammar Lab TE: pp. 92-109</p>	<p>Audio / Technology Selection CD 3: Tracks 10-21 Fluency Model CD: Tracks 16-18 Language CD: Tracks 16-18 e-Edition CD ROM</p>																											
<p>Reading</p> <p><i>Strategy:</i> Make Inferences</p> <p><i>Literary Analysis:</i> Analyze a Memoir Analyze Setting Analyze Plot Connect Characters and Theme</p> <p><i>Fluency:</i> Accuracy and Rate Expression Intonation Phrasing</p> <p><i>Phonics Review:</i> Compound Words Multi-syllabic words Prefixes and Suffixes</p>	<p>Key Vocabulary Academic Vocabulary: combine, sense, memory, message, action, column, increase, similar, subject, normal/normally, create, specific, narrative, sequence</p> <table border="0"> <thead> <tr> <th>Cluster 1</th> <th>Cluster 2</th> <th>Cluster 3</th> </tr> </thead> <tbody> <tr> <td>Exchange</td> <td>Behavior</td> <td>Generosity</td> </tr> <tr> <td>Fair</td> <td>Cheat</td> <td>Invent</td> </tr> <tr> <td>Inspire</td> <td>Dignity</td> <td>Precious</td> </tr> <tr> <td>Luck</td> <td>Honest</td> <td>Proud</td> </tr> <tr> <td>Offer</td> <td>Integrity</td> <td>Reflect</td> </tr> <tr> <td>Refuse</td> <td>Recognize</td> <td>Sacrifice</td> </tr> <tr> <td>Reveal</td> <td>Standard</td> <td>Sensitive</td> </tr> <tr> <td>Spirit</td> <td>Tradition</td> <td>Wish</td> </tr> </tbody> </table> <p>Vocabulary Strategy / Workshop Interpret Figurative Language: Review Similes and Idioms</p>	Cluster 1	Cluster 2	Cluster 3	Exchange	Behavior	Generosity	Fair	Cheat	Invent	Inspire	Dignity	Precious	Luck	Honest	Proud	Offer	Integrity	Reflect	Refuse	Recognize	Sacrifice	Reveal	Standard	Sensitive	Spirit	Tradition	Wish
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<p>Writing</p> <p><i>Response to Literature</i></p> <ul style="list-style-type: none"> • Explanation • Position Statement • Free write <p><i>Written Composition</i></p> <ul style="list-style-type: none"> • Write a Skit • Write About Cheating 	<p>Language Workshop</p> <p>Language Functions: Give and Follow Directions Engage in Discussion Retell a Story</p> <p>Grammar: Use Different Kinds of Sentences Use Phrases and Clauses Use Complex Sentences</p> <p>Listening & Speaking: Listen to a Conversation: Draw a Map Research & Speaking: Country Profile Listen to a Discussion: Discuss Important Ideas Listen to a Folk Tale: Retell a Story</p>																											

<p>Unit Project Multimedia Presentation: Gallery Walk Collage</p>	<p>Workplace Workshop Research Jobs in Finance Careers</p>
<p>Writing Project Write a Personal Narrative</p> <p>Close Reading <i>The Gift of the Magi</i> (O. Henry)</p> <p>Reading Strategies: Determine Importance; Summarize</p> <p>Comprehension and Critical Thinking: Analyze Literacy Elements – Plot Analyze Literacy Elements – Setting, Character Make Comparisons Connect Across Texts</p> <p>(Close Reading is on myNGConnect.com under “Teacher Resources,” Unit 6. Includes a student copy and a lesson plan. Google Docs for EDGE Fundamentals includes a lesson with word sorts / word study.)</p>	<p>Assessment</p> <p><u>Formative</u></p> <ul style="list-style-type: none"> • Independent reading • Journal • <i>Interactive Practice Book</i>, pp.202-241 <p><u>Summative</u></p> <ul style="list-style-type: none"> • Cluster 1 Test pp. 60b - 60d • Cluster 2 Test pp. 60e - 60g • Cluster 3 Test pp. 60h - 60j • Reflection, pp. 60n • Unit 6 Test pp. 61-72 • Unit 6 Wrap Up pp.492-493

Student Learning Outcomes / PA Common Core

<p><u>Listening</u> Take notes (using <i>graphic organizers</i>) while listening for specific information.</p>	<p><u>Speaking</u> Rehearse and dramatize stories, plays, and poems, using eye contact and voice volume appropriate for an identified audience. Retell the beginning, middle, and end of a story that is heard. C.C.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grade level topics (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. C.C.1.5.9-10.C: Integrate multiple sources of information presented in diverse media or formats...</p>
<p><u>Reading</u> Analyze and provide evidence from a text to support understanding of theme. Analyze the elements of plot, character, and setting in stories. C.C.1.3.9-10.A: Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences... C.C.1.2.9-10.A: Determine a central idea of a text...provide an objective summary of the text. C.C.1.3.6.H: Compare and contrast texts in different forms or genres.... C.C.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in texts.</p>	<p><u>Writing</u> After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer. Use knowledge of correct spelling when editing. C.C.1.4.9-10.M: Write narratives to develop real or imagined experiences or events. C.C.1.4.9-10.N: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. C.C.1.4.9-10.O: Use narrative techniques as dialogue, description, reflection... C.C.1.4.9-10.P: Create a smooth progression of experiences or events using a variety of techniques... provide a conclusion...</p>

Genres	Literary Elements / Text Structure Analysis & Critique	Key Unit 1 Vocabulary	New Academic Vocabulary	Vocabulary Strategies	Academic Tasks
<u>Fiction:</u> Short Stories <u>Nonfiction:</u> Memoirs Articles <u>Drama:</u> Plays <u>Poetry/Poems</u>	Visuals Genres Memoirs Proverbs <u>Text Feature:</u> Cause / effect Free verse <u>Literary Elements:</u> Setting Plot Characters Theme Dialogue Sensory words <u>Figurative Language:</u> Similes Idioms	<u>Cluster 1:</u> Exchange, fair, inspire, luck, offer, refuse, reveal, spirit <u>Cluster 2:</u> Behavior, cheat, dignity, honest, integrity, recognize, standard, tradition <u>Cluster 3:</u> Generosity, invent, precious, proud, reflect, sacrifice, sensitive, wish	Combine Sense Memory Message Action Column Increase Similar Subject Normal /Normally Create Specific Narrative Sequence	Idea Web Word Map Example Non-example Vocabulary Concentration Word Wall Word Sorts	Draw conclusions Make inferences Synthesize Summarize Interpret Make comparisons Connect characters and themes Interpret Analyze Respond to... Set a purpose Recognize Connect across texts Confirm prediction Evaluate

Cluster 1 – Suggested Products	Cluster 2 – Suggested Products	Cluster 3 – Suggested Products
Vocabulary Sentences Inference Chart Retell *Explanatory Paragraph Setting Chart *Skit	Inference chart Vocabulary Idea Webs Retelling Cause / Effect *Position Statement Plot Diagram *Problem / Solution Paragraph	Vocabulary Word Map Inference Chart Sensory Chart *Analyze Elements of Poetry Character Chart Sequence Chain *Personal Narrative

**Priority Products*

