

Hazleton Area School District ELD Level 3

Timeline	Unit	Standard	Objective	Content	Additional Resources	Performance Tasks	Assessments
5 weeks	Unit 1 Plot Rising Action Climax Falling Action Character Setting Context Clues Character Problem Resolution	<p>PAELPS</p> <p>16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.5 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.5 16.5.9-12.4W</p> <p>ELA</p> <p>CC.1.3.9-10.C CC.1.3.11-12.C CC.1.3.9-10.E CC.1.3.11-12.E CC.1.3.9-10.H CC.1.3.11-12.H CC.1.4.9-10.C CC.1.4.11-12.C CC.1.4.9-10.O CC.1.4.11-12.O CC.1.4.9-10.S CC.1.4.11-12.S CC.1.4.9-10.U CC.1.4.11-12.U CC.1.4.11-12.S CC.1.5.9-10.A CC.1.5.11-12.A CC.1.5.9-10.B CC.1.5.11-12.B</p>	<p>All students will</p> <ul style="list-style-type: none"> Analyze short stories to determine setting, plot elements, character traits Use context clues during reading to determine word meaning Use textual evidence to demonstrate character traits Analyze superstitions 	<p>Vocabulary</p> <ul style="list-style-type: none"> Story elements (plot, rising action, climax, falling action, character, setting) <p>Grammar</p> <ul style="list-style-type: none"> Capitalization Verb tense Subject/verb agreement Punctuation Sentence fragments/Run-on sentences Spelling Parts of speech 	<p>Edge textbook Edge Grammar workbook Every-Day Edits Read Theory Read Works Action Scholastic "Cemetery Path" Pixar Shorts "One in a Million" Folk Tales www.learner.org Fairy Tales Great Writing</p>	<p>-analyze short stories in order to diagram plot elements -use context clues to write own definitions -create character charts for fiction stories with character traits and text quotes to support character traits -research superstitions to discover origins and create power point -grammar PDNs</p>	<p>Reading</p> <ul style="list-style-type: none"> -research superstitions to create power point -read a variety of fiction short stories -Variety of content related Scholastic articles -quizzes and tests <p>Writing</p> <ul style="list-style-type: none"> -create character charts -create plot element diagrams -create personal dictionary using context clues to define words -quizzes and tests <p>Speaking</p> <ul style="list-style-type: none"> -describe a character -peer collaboration <p>Listening</p> <ul style="list-style-type: none"> -watch Pixar shorts in order to create plot element diagrams - peer collaboration

5 weeks	Unit 2 Author's Purpose Categorize Evaluate Main Idea Supporting Details Superstition	PAELPS 16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.5 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.5 16.5.9-12.4W ELA CC.1.2.9-10.A CC.1.2.11-12A CC.1.2.9-10.B CC.1.2.11-12.B CC.1.2.9-10.C CC.1.2.11-12.C CC.1.2.9-10.L CC.1.2.11-12.L CC.1.3.9-10.A CC.1.3.11-12.ACC.1.3.9-10.J 1.3.9-10.J CC.1.4.9-10.A CC.1.4.11-12.A CC.1.4.9-10.F CC.1.4.11-12.F CC.1.4.9-10.J CC.1.4.11-12.J CC.1.4.9-10.L CC.1.4.11-12.LCC.1.4.9-10.R CC.1.4.11-12.R	All students will <ul style="list-style-type: none"> Analyze non-fiction to determine author's purpose Sort topics into categories based on characteristics and usefulness Evaluate resources for reliability Write main ideas and supporting details Research a topic and write a report 	Vocabulary <ul style="list-style-type: none"> Narrative Expository Persuasive Descriptive Persuade Inform Entertain Superstition Evaluate Categorize CRAAP (current, reliable, authority/accurate, purpose) Grammar <ul style="list-style-type: none"> Capitalization Verb tense Subject/verb agreement Punctuation Sentence fragments/Run-on sentences Spelling Parts of speech 	Edge textbook Edge Grammar workbook Every-Day Edits Read Theory Read Works Action Scholastic <i>Do Family Meals Matter? Fish Cheeks Only Daughter Calling a Foul In the Time of the Butterflies House on Mango Street</i> Various readings – Salem Witch trials Great Writing	-read articles and excerpts to determine author's purpose -use CRAAP method to evaluate variety of sources -Defend reliability decision to a peer and cite reasons -research a topic using reliable sources and create a power point to present information (parent influence, superstition, Salem Witch trials) -categorize research sources and determine what their use would be -write supporting details for a given topic and develop into a paragraph or essay -persuade peers of innocence in "Who is a Witch?" activity --grammar PDNs	Reading -read a variety of articles and short stories -research topics in order to create a presentation -analyze sources for reliability -Variety of content related Scholastic articles -quizzes and tests Writing -write main idea and supporting details -create a power point on a research topic -write for different purposes -quizzes and tests Speaking -present power point on research topic -defend reliability of sources to a peer -argue innocence in "who is a witch" activity -peer collaboration Listening -evaluate defensive
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		CC.1.4.9-10.S CC.1.4.11-12.S 1.4.9-10.T CC.1.4.11.12.T CC.1.5.9-10.A CC.1.5.11-12.A CC.1.5.9-10.E CC.1.5.11-12.ECC.1.5.9-10.G CC.1.5.11-12.G					arguments of peers -peer collaboration
5 weeks	Unit 3 Narrator Point of View Inference Perspective Irony	PAELPS 16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.S 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.S 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.S 16.5.9-12.4W ELA CC.1.2.9-10.D CC.1.2.11.12.D CC.1.2.9-10.G CC.1.2.11-12.G CC.1.3.9-10.D CC.1.3.11-12.D CC.1.4.9-10.M CC.1.4.11-12.M CC.1.4.9-10.N CC.1.4.11-12.N CC.1.5.9-10.A	All students will <ul style="list-style-type: none"> Evaluate a story to determine point of view Write from several different points of view Analyze text to determine type of irony Analyze how a different perspective would change a story Make inferences based on author word choice Explain ironic ending to a peer Demonstrate verbal irony 	Vocabulary <ul style="list-style-type: none"> Narrator Point of View (1st person, 3rd person limited, 3rd person omniscient) Irony (Verbal, Dramatic, Situational) Grammar <ul style="list-style-type: none"> Capitalization Verb tense Subject/verb agreement Punctuation Sentence fragments/Run-on sentences Spelling Parts of speech 	Edge textbook Edge Grammar workbook Every-Day Edits Read Theory Read Works Action Scholastic <i>Antarctic Journal</i> <i>The Open Window</i> <i>The Experiment</i> <i>The Gift of the Magi</i> <i>Click Clack the Rattlebag</i> <i>The True Story of the Three Little Pigs</i> <i>Red Riding Hood (James Marshall)</i> Great Writing	-write from more than one point of view -rewrite a fairy tale from a different character's perspective -analyze how a story would be different if told from another character's point of view -create videos of verbal irony scenarios -categorize examples of three types of irony -use examples of verbal irony -write and read aloud narration for a variety of photos -create a power point of ironic photos	Reading -read multiple stories with ironic endings -read fractured fairy tales -writing assignments to alter point of view and ironic endings -use graphic organizers to categorize irony examples -Variety of content related Scholastic articles -quizzes and tests Writing -rewrite parts of stories from different points of view -rewrite story endings without irony or with an alternate ironic ending Speaking

		CC1.5.11-12.A				<p>-write a paragraph explaining why a story ending is ironic</p> <p>-graphic organizer of story events and types of irony</p> <p>-grammar PDNs</p>	<p>-peer collaboration</p> <p>-use original verbal irony</p> <p>-narration read aloud</p> <p>Listening</p> <p>-peer collaboration</p> <p>-identify examples of verbal irony and explain why they are ironic</p>
5 weeks	<p>Unit 4</p> <p>Compare</p> <p>Contrast</p> <p>Narrative</p> <p>Non-Fiction</p> <p>Interview</p> <p>Discovery</p>	<p>PAELPS</p> <p>16.1.9-12.3.L</p> <p>16.1.9-12.3R</p> <p>16.1.9-12.3S</p> <p>16.1.9-12.3W</p> <p>16.2.9-12.3.L</p> <p>16.2.9-12.3R</p> <p>16.2.9-12.3S</p> <p>16.2.9-12.3W</p> <p>16.3.9-12.4L</p> <p>16.3.9-12.4R</p> <p>16.3.9-12.S</p> <p>16.3.9-12.4W</p> <p>16.4.9-12.4L</p> <p>16.4.9-12.4R</p> <p>16.4.9-12.S</p> <p>16.4.9-12.4W</p> <p>16.5.9-12.4L</p> <p>16.5.9-12.4R</p> <p>16.5.9-12.S</p> <p>16.5.9-12.4W</p> <p>ELA</p> <p>CC.1.2.9-10.G</p> <p>CC.1.2.11-12.G</p> <p>CC.1.2.9-10.J</p> <p>CC.1.2.11-12.J</p> <p>CC.1.2.9-10.L</p> <p>CC.1.2.11-12.L</p>	<p>All students will</p> <ul style="list-style-type: none"> • Compare and contrast two important discoveries • Compare two cultures • Use comparative language in writing with superlatives • Conduct an interview 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Compare and contrast • Narrative non-fiction <p>Grammar</p> <ul style="list-style-type: none"> • Capitalization • Verb tense • Subject/verb agreement • Punctuation • Sentence fragments/Run-on sentences • Spelling • Parts of speech • Superlatives 	<p><u>Treasures of the Afterlife</u></p> <p><i>"The Lost City"</i></p> <p>National Geographic</p> <p>documentaries</p> <p><i>The Pale Mare</i></p> <p>Edge</p> <p>Textbook</p> <p>Edge</p> <p>Grammar workbook</p> <p>Every-Day Edits</p> <p>Read Theory</p> <p>Read Works</p> <p>Action</p> <p>Scholastic</p> <p>Great Writing</p>	<p>-use WebQuests to research discoveries of King Tut's tomb and Machu Picchu</p> <p>-create travel brochures to two opposite destinations (tropical/snowy, adventurous/calm, etc.)</p> <p>- interview parents to compare parent's youth/expectations with their own</p> <p>-write interview questions for a famous discoverer</p> <p>-create poster or power point to compare and</p>	<p>Reading</p> <p>-conduct guided research using WebQuests</p> <p>-research travel destinations</p> <p>-Variety of content related Scholastic articles</p> <p>-quizzes and tests</p> <p>Writing</p> <p>-design travel brochures</p> <p>-write relevant interview questions</p> <p>-write comparisons using superlatives</p> <p>Speaking</p> <p>-conduct interviews</p> <p>-power point/poster presentation</p>

		<p>CC.1.4.9-10.A CC.1.4.11-12.A CC.1.4.9-10.D CC.1.4.11-12.D CC.1.4.9-10.U CC.1.4.11-12.U CC.1.5.9-10.A CC.1.5.11-12.A CC.1.5.9-10.C CC.1.5.11-12.C</p>				<p>contrast two discoveries -grammar PDNs</p>	<p>Listening -peer collaboration -peer presentation critiques</p>
5 weeks	<p>Unit 5 Cause Effect Drama Creative Writing</p>	<p>PAELPS 16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.5 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.5 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.5 16.5.9-12.4W</p> <p>ELA CC.1.3.9-10.A CC.1.3.11-12.A CC.1.3.9-10.E CC.1.3.11-12.E CC.1.4.9-10.D CC.1.4.11-12.D CC.1.4.9-10.P CC.1.4.11-12.P CC.1.5.9-10.A CC.1.5.11-12.A CC.1.5.9-10.G CC.1.5.11-12.G</p>	<p>All students will</p> <ul style="list-style-type: none"> • Write cause and effect events in fiction and non-fiction form • Write alternate effects for causes • Connect causes to their logical effects • Follow a writing pattern to produce cause and effect narrative 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Cause • Effect • Drama • Consequence <p>Grammar</p> <ul style="list-style-type: none"> • Capitalization • Verb tense • Subject/verb agreement • Punctuation • Sentence fragments/Run-on sentences • Spelling • Parts of speech 	<p>The Secret Life of Walter Mitty <i>Infected</i> (Michael Keith) Fables <i>Harrison Bergeron</i> <i>If You Give a Mouse a Cookie</i> (Laura Numeroff) Edge textbook Edge Grammar workbook Every-Day Edits Read Theory Read Works Action Scholastic Great Writing</p>	<p>-write, perform, and video a cause and effect drama with a group -write a cause and effect chain story as a class -analyze fables to determine how the events of the story lead to the moral -write alternate morals for common fables -create a class cause/effect chain story -write logical causes for given effects -write logical effects for given causes -write a short story using <i>If You Give a Mouse a Cookie</i> pattern -grammar PDNs</p>	<p>Reading -read dramas that have a cause and effect sequence of events -read fables and short stories -Variety of content related Scholastic articles</p> <p>Writing -write new endings for well-known fables -write a cause/effect drama to perform -write a cause/effect short story</p> <p>Speaking -perform a drama -peer collaboration</p> <p>Listening -peer collaboration -critique peer performances</p>

5 Weeks	Unit 6 Figurative Language	PAELPS 16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.S 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R 16.4.9-12.S 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.S 16.5.9-12.4W ELA CC.1.2.9-10.F CC.1.2.11-12.F CC.1.3.9-10.F CC.1.3.11-12.F CC.1.5.9-10.E CC.1.5.11-12.E CC.1.4.9-10.Q CC.1.4.11-12.Q	All students will <ul style="list-style-type: none"> Recognize, identify and create multiple types of figurative language Apply figurative language to a variety of writing tasks 	Vocabulary Simile Hyperbole Alliteration Metaphor Personification Onomatopoeia Grammar <ul style="list-style-type: none"> Capitalization Verb tense Subject/verb agreement Punctuation Sentence fragments/Run-on sentences Spelling Parts of speech 	Poetry Song Lyrics Descriptive Narratives Advertisements Edges textbook Edges Grammar workbook Every-Day Edits Read Theory Read Works Action Scholastic Great Writing	-write a rap song using figurative language -analyze song lyrics and poetry to decipher types of figurative language -write multiple types of figurative language based on a picture -determine type of figurative language used in a variety of writing -create advertisements for products using figurative language -grammar PDNs	Reading -read poetry, song lyrics, and advertisements -Variety of content related Scholastic articles Writing -write for a variety of tasks using multiple types of figurative language -write rap lyrics Speaking -read poetry and recite song lyrics -peer collaboration Listening -peer collaboration -critique peer performances
6 Weeks	Unit 7 Novel Study Plot Structure Characterization Conflict Setting Hero Journey Dystopian Society Compare Contrast	PAELPS 16.1.9-12.3.L 16.1.9-12.3R 16.1.9-12.3S 16.1.9-12.3W 16.2.9-12.3.L 16.2.9-12.3R 16.2.9-12.3S 16.2.9-12.3W 16.3.9-12.4L 16.3.9-12.4R 16.3.9-12.S 16.3.9-12.4W 16.4.9-12.4L 16.4.9-12.4R	All students will <ul style="list-style-type: none"> Read a novel Apply variety of literary skills and concepts to a novel Describe character traits Use descriptive language Apply main character actions to eight steps of hero's journey 	Vocabulary <ul style="list-style-type: none"> Exposition Rising action Climax Falling action Resolution Setting Conflict (6 types) Hero Journey (8 steps) Dystopia Grammar	The Hobbit The Hunger Games Percy Jackson and the Lightning Thief A Wrinkle in Time Ready Player One	-grammar PDNs -research home listings -create home listing for a "neighborhood" in novel -postcard journal throughout journey -create Venn diagram to	Reading -read an entire novel -Variety of content related Scholastic articles -quizzes and tests Writing -Write Bio poems for a variety of characters

		<p>16.4.9-12.S 16.4.9-12.4W 16.5.9-12.4L 16.5.9-12.4R 16.5.9-12.S 16.5.9-12.4W</p> <p>ELA CC.1.3.9-10.C CC.1.3.11-12.C CC.1.3.9-10.E CC.1.3.11-12.E CC.1.3.9-10.H CC.1.3.11-12.H CC.1.4.9-10.C CC.1.4.11-12.C CC.1.4.9-10.O CC.1.4.11-12.O CC.1.4.9-10.S CC.1.4.11-12.S CC.1.4.9-10.U CC.1.4.11-12.U CC.1.4.11-12.S CC.1.5.9-10.A CC.1.5.11-12.A CC.1.5.9-10.B CC.1.5.11-12.B</p>	<ul style="list-style-type: none"> • Determine multiple conflicts within a novel • Apply eight steps of hero's journey to a specific novel • Apply 6 elements of dystopian literature to a reading selection • Compare and contrast more than one format of a novel 	<ul style="list-style-type: none"> • Capitalization • Verb tense • Subject/verb agreement • Punctuation • Sentence fragments/Run-on sentences • Spelling • Parts of speech 	<p><i>The Odyssey</i> excerpts Grammar workbook Every-Day Edits Read Theory Read Works Action Scholastic Great Writing</p>	<p>compare and contrast written novel and movie version -use a graphic organizer to track evidence of dystopian elements/hero journey steps -write bio poems -class debate for and against dystopian society</p>	<p>-create a conflict power point -write postcards -write home listings -create Venn diagram to compare/contrast written and movie version Speaking -read aloud -class debate -peer collaboration Listening -class debate -peer collaboration</p>
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