

Hazleton Area School District ELD Level 4

Timeline	Unit	Standard	Objective	Content	Additional Resources	Performance Tasks	Assessments
4 weeks	<b>Unit 1 &amp; 2</b> Author's Purpose Main Idea Supporting Details Writing Process Summarize Theme	<p><b>PAELPS</b></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><b>ELA</b></p> <p>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</p>	<p>All students will be able to</p> <ul style="list-style-type: none"> <li>• Use charts/graphs to analyze information</li> <li>• Locate information in a textbook</li> <li>• Read a text and determine an author's purpose</li> <li>• Locate the main idea of a reading passage and determine its supporting details</li> <li>• Write main idea and supporting details</li> <li>• Summarize non-fiction text</li> <li>• Determine theme of texts</li> <li>• Follow the steps of the writing process in order to write a minimum of a three-paragraph essay</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Text Features (graph, index, table of contents, etc.)</li> <li>• Author's Purpose (inform, persuade, entertain)</li> <li>• Writing Process (prewriting, drafting, revising, editing, publishing)</li> <li>• Types of writing (Narrative, persuasive, informative, descriptive)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Verb tense</li> <li>• Subject/verb agreement</li> <li>• Punctuation</li> <li>• Sentence fragments/Run-on sentences</li> <li>• Spelling</li> <li>• Parts of speech</li> </ul>	<p>Edge textbook Edge Grammar Workbook Every-day Edits Read Theory Scholastic magazine "What Happened After My Kidnapping?" "Sarah's Ghost House" "Thank You Ma'am" "Juvenile Justice" Variety of textbooks Great Writing</p>	<p>-text feature puzzle -text feature scavenger hunt -author's purpose task card sort -locate main idea and supporting details in a variety of settings (kahoot, quizlet, worksheets, power point) -write a main idea with minimum of three supporting details -sort writing samples into appropriate writing process steps -write a three paragraph essay -peer editing -word limit summarizing -create diagrams to demonstrate knowledge of justice system and house design -Everyday edits</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Tests</li> <li>-Scavenger Hunt to locate examples of text features</li> <li>-Analyze charts and graphs</li> <li>-Variety of content related Scholastic articles</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Writing paragraphs and essays for a variety of purposes</li> <li>-Writing main ideas and supporting details</li> <li>-Follow writing process steps to produce a variety of writing tasks</li> <li>-Daily editing practice</li> <li>-Use graphic organizers to structure writing</li> <li>-Design a house using graph paper for scale, choose geographical location, explain house features</li> </ul>

		<p>CC.1.4.11-12.LCC.1.4.9-10.R  CC.1.4.11-12.R  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</p>					<p>and how construction will impact local ecosystems  -Create diagram of steps in justice system  <b>Speaking</b>  -Peer collaboration  -Read aloud  <b>Listening</b>  -Read aloud  -Follow class discussions  -Peer collaboration and peer editing</p>
6 weeks	<p><b>Unit 3</b>  Persuasive Writing  Persuasive Techniques  Claims  Counterclaims</p>	<p><b>PAELPS</b>  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</p>	<p>All students will be able to</p> <ul style="list-style-type: none"> <li>Distinguish persuasive writing techniques</li> <li>Analyze persuasive &amp; argumentative writing for persuasive techniques</li> <li>Write a five paragraph essay analyzing the persuasive techniques used in persuasive articles</li> <li>Develop arguments and compare claims/counterclaims</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>Persuasive techniques (ethos, pathos, logos, bandwagon)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Capitalization</li> <li>Verb tense</li> <li>Subject/verb agreement</li> <li>Punctuation</li> <li>Sentence fragments/Run-on sentences</li> <li>Spelling</li> <li>Parts of speech</li> </ul>	<p>SAT articles  Writing Process  Read Theory  Read Works  Editing  Rubrics  Edge textbook  Edge Grammar Workbook  Every-day Edits  Scholastic magazine  Great Writing</p>	<p>-write a five paragraph essay  -highlight types of persuasive techniques in articles  -research supporting information for persuasive topics  -peer edit essays  -research advertisements for examples of persuasive techniques  -prepare arguments using</p>	<p><b>Reading</b>  -Read persuasive articles  -Read peer essays  -Read arguments to determine persuasive techniques  -Quizzes and tests  -Variety of content related Scholastic articles  <b>Writing</b>  -Write five paragraph essay  -Write persuasive arguments using variety of</p>

		<b>ELA</b> CC.1.2.9-10.A CC.1.2.11-12.A CC.1.2.9-10.B 1.2.11-12.B CC.1.2.9-10.D 1.2.11- 12.DCC.1.2.9- 10.E CC.1.2.11-12.E CC.1.2.9-10.H 1.2.11-12.H CC.1.2.9-10.I CC.1.2.11-12.I CC.1.2.9-10.L CC.1.2.11-12.L 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.F CC.1.4.11-12.F CC.1.4.9-10.G 1.4.11-12.G CC.1.4.9-10.I CC.1.4.11-12.I CC.1.4.9-10.J CC.1.4.11- 12.JCC.1.4.9- 10.L CC.1.4.11-12.L CC.1.4.9-10.R CC.1.4.11-12.R CC.1.4.9-10.V CC.1.4.11-12.V CC.1.5.9-10.A CC.1.5.11-12.A CC.1.5.9-10.B CC.1.5.11-12.B CC.1.5.9-10.D CC.1.5.11-12.D CC.1.5.9-10.E CC.1.11-12.E				persuasive techniques -debate topics with peers	persuasive techniques -Daily editing practice <b>Speaking</b> -Peer collaboration -Topic debate <b>Listening</b> -Topic debate -Peer collaboration -Listen to argument in order to respond
6 weeks	<b>Unit 4</b> Gothic Elements	<b>PAELPS</b> 16.1.9-12.3.L 16.1.9-12.3R	All students will be able to <ul style="list-style-type: none"> <li>Analyze gothic literature to determine</li> </ul>	Vocabulary <ul style="list-style-type: none"> <li>Gothic element terms</li> </ul>	The Tell Tale Heart	-Poe WebQuest (research and analyze Poe's life)	<b>Reading</b>

<p>Mood Tone Suspense Symbolism Compare Contrast Point of View Inference</p>	<p>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</p> <p><b>ELA</b> CC.1.3.9-10.B CC.1.3.11-12.B CC.1.3.9-10.D CC.1.3.11-12.D CC.1.3.9-10.E CC.1.3.11-12.E CC.1.3.9-10.G CC.1.3.11-12.G CC.1.3.9-10.H CC.1.3.11-12.H CC.1.3.9-10.K CC.1.3.11-12.K 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.F CC.1.4.11-12.F CC.1.4.9-10.L CC.1.4.11-12.L CC.1.4.9-10.R CC.1.4.11-12.R CC.1.4.9-10.S 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>mood, tone, elements of suspense, point of view and symbolism</p> <ul style="list-style-type: none"> <li>• Make inferences about characters and events in gothic literature</li> <li>• Analyze gothic literature to determine examples of gothic elements</li> <li>• Differentiate between mood and tone</li> <li>• Determine point of view</li> <li>• Compare and contrast two gothic stories</li> </ul>	<p>(imprisonment, omen, prophecy, damsel in distress)</p> <ul style="list-style-type: none"> <li>• Mood/Tone</li> <li>• Points of View (1<sup>st</sup> person, 3<sup>rd</sup> person limited, 3<sup>rd</sup> person omniscient)</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Verb tense</li> <li>• Subject/verb agreement</li> <li>• Punctuation</li> <li>• Sentence fragments/Run-on sentences</li> <li>• Spelling</li> <li>• Parts of speech</li> </ul>	<p>The Cask of Amontillado Masque of the Red Death The Black Cat The Raven Annabel Lee The Fall of the House of Usher Miss Peregrine’s Home for Peculiar Children movie Frankenstein excerpts Edge textbook Edge Grammar Workbook Every-day Edits Scholastic magazine Great Writing</p>	<p>to determine effect on his writing style) -create timeline for mood/tone changes in a gothic story -write and act out phrases to demonstrate multiple tones -research common symbols used today (ex.- flag=freedom) -create PowerPoint/poster/essay/video analyzing gothic elements in a story -use Venn diagram to compare and contrast two gothic stories poems -Tell Tale Heart mock trial -Compare and contrast Black Plague and Tuberculosis epidemics</p>	<p>-Read a variety of gothic short stories -Research symbols -Research Edgar Allan Poe -Quizzes and tests -Variety of content related Scholastic articles</p> <p><b>Writing</b> -Document changes in mood/tone throughout story -Compare and contrast two stories/poems -Document examples of gothic elements in various stories/media</p> <p><b>Speaking</b> -Argue for/against the narrator’s innocence in Tell Tale Heart</p> <p><b>Listening</b> -Follow visual media dialogue to determine examples of gothic elements -Participate in mock trial dialogue with peers</p>
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6 weeks	<b>Unit 5</b> Plot structure Setting Conflict (6 types) Setting Rising Action Climax Falling Action Resolution Characterization Foreshadowing Exposition	<b>PAELPS</b> 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  <b>ELA</b> 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	All students will <ul style="list-style-type: none"> <li>• Apply Freytag's pyramid to works of fiction</li> <li>• Determine type of conflict in a work of fiction</li> <li>• Differentiate between direct and indirect characterization</li> <li>• Determine character traits and describe how characters change over time</li> <li>• Locate evidence of foreshadowing in stories/reading passages</li> <li>• Analyze how character personality/traits help plot develop</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Types of Conflict (man vs. nature, man vs. society, etc.)</li> <li>• Elements of plot structure (climax, rising action, resolution, etc.)</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Verb tense</li> <li>• Subject/verb agreement</li> <li>• Punctuation</li> <li>• Sentence fragments/Run-on sentences</li> <li>• Spelling</li> <li>• Parts of speech</li> </ul>	Fairy tales The Giver Anthem Hamlet The Hunger Games Stardust Edge textbook Edge Grammar Workbook Every-day Edits Scholastic magazine Great Writing	<ul style="list-style-type: none"> <li>-Apply Freytag's Pyramid to works of fiction</li> <li>-Analyze works of fiction to determine the type of conflict</li> <li>-differentiate between direct and indirect characterization</li> <li>-Determine character traits</li> <li>-Analyze how characters change over time and how these changes affect the outcome of the story</li> <li>-Make predictions based on foreshadowing in a story</li> <li>-Focus on Person vs. Society and Person vs. Person</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>-Read a variety of fantasy/dystopian /tragedy literature</li> <li>-Chapter/Act tests</li> <li>-Use textual evidence to support character descriptions and relationships, identify examples of foreshadowing</li> <li>-Research epitaphs</li> <li>-Create Freytag Pyramids for a variety of stories and novels</li> <li>-Quizzes and tests</li> <li>-Variety of content related Scholastic articles</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>-Write Bio poems for a variety of characters</li> <li>-Write epitaphs for characters</li> <li>- Write character descriptions with textual evidence</li> <li>-Define and provide examples of character traits</li> </ul>

							<ul style="list-style-type: none"><li>-Keep notes throughout novel/play reading with textual evidence to support examples of symbolism, foreshadowing, direct and indirect characterization, and conflicts</li><li>-Use a variety of grammar skills to complete various writing tasks</li><li>-Create graphs to compare and contrast Black Plague and Tuberculosis epidemics</li></ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"><li>-Conflict power point presentation</li><li>-Poem readings</li><li>-Group work/peer collaboration</li><li>-Group collaboration to create dystopian society with assigned occupations</li></ul> <p><b>Listening</b></p>
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							<ul style="list-style-type: none"> <li>-Listen to audio/visual versions of stories</li> <li>-Group work/peer collaboration</li> <li>-Peer presentations</li> <li>-Follow visual media dialogue to analyze character traits and relationships</li> </ul>
4 weeks	<b>Unit 6</b> 3 Types of Irony Summarize	<b>PAELPS</b> 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  <b>ELA</b> CC.1.3.9-10.B CC.1.3.11-12.B CC.1.3.9-10.E CC.1.3.11-12.E 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.O CC.1.4.11-12.O	All students will <ul style="list-style-type: none"> <li>• Define, identify and cite textual evidence to support the three types of irony</li> <li>• Summarize a story</li> <li>• Write original examples of irony</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Situational Irony</li> <li>• Verbal Irony</li> <li>• Dramatic Irony</li> <li>• Summarize</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Verb tense</li> <li>• Subject/verb agreement</li> <li>• Punctuation</li> <li>• Sentence fragments/Run-on sentences</li> <li>• Spelling</li> <li>• Parts of speech</li> </ul>	The Interlopers The Lottery The Monkey's Paw The Gift of the Magi Story of an Hour The Most Dangerous Game There Will Come Soft Rains Edge textbook Edge Grammar Workbook Every-day Edits Scholastic magazine Great Writing	-Explain types of irony in a variety of stories and cite evidence to demonstrate why events are ironic -Explain irony to a peer -Write alternate endings to stories -Differentiate between expected outcomes and ironic outcomes -Differentiate between types of irony -Create a survival plan -Design a futuristic dream house -Create a futuristic government based on Cold War ideas	<b>Reading</b> -Quizzes and tests -Read a variety of short ironic stories -Read and sort examples of irony -Variety of content related Scholastic articles <b>Writing</b> -Write alternate, non-ironic endings for stories -Write essays analyzing irony in short stories -Design a futuristic dream house -Work in a group to create a government system based on Cold War ideas, assign jobs and community roles

		CC.1.4.9-10.R CC.1.4.11-12.R CC.1.4.9-10.S CC.1.4.11-12.S CC.1.4.9-12.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					to group members <b>Speaking</b> -Peer collaboration -Explain ironic story endings to peers -Choose a habitat and create a PowerPoint presentation to demonstrate survival skills in that environment <b>Listening</b> -Peer collaboration -Follow peer short story irony explanations
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