This is the second semester of a two-semester course designed to accelerate English Language Development through intensive instruction in literacy skills for EL students who are currently reading at a 4th grade level or lower. Emphasis will be on academic vocabulary acquisition, reading fluency and comprehension, as well as the development of critical thinking skills needed to analyze complex texts in both verbal and written form. This course will prepare students to meet reclassification criteria by introducing grade level English Language Arts standards while building reading skills and content knowledge needed for success in the mainstream academic environment. To successfully complete this course, students will need to devote an estimated 10 hours per week on their assignments. CO-REQUISITE COURSE: Grade-level Sheltered English course

**Curriculum and Text**

**Grade Distribution:** Weekly Assignments=80%; Weekly Assessments=20%

**Content**
Material covered in this course is aligned with the *California Department of Education English Language Development Standards* as well as the National TESOL Standards.

<table>
<thead>
<tr>
<th>California Department of Education English Language Development Standards for Grades 9-10</th>
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<tr>
<td><strong>Part 1: Interacting in Meaningful Ways</strong></td>
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<tr>
<td><strong>A. Collaborative</strong></td>
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<tr>
<td>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</td>
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<tr>
<td>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</td>
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<tr>
<td>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</td>
</tr>
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<td>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</td>
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<tr>
<td><strong>B. Interpretive</strong></td>
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<tr>
<td>5. Listening actively to spoken English in a range of social and academic contexts</td>
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<tr>
<td>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</td>
</tr>
<tr>
<td>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</td>
</tr>
<tr>
<td>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</td>
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<tr>
<td><strong>C. Productive</strong></td>
</tr>
<tr>
<td>9. Expressing information and ideas in formal oral presentations on academic topics</td>
</tr>
<tr>
<td>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</td>
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<tr>
<td>11. Justifying own arguments and evaluating others’ arguments in writing</td>
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<tr>
<td>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</td>
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<tr>
<td><strong>Part 2: Learning About How English Works</strong></td>
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<tr>
<td><strong>A. Structuring Cohesive Texts</strong></td>
</tr>
<tr>
<td>1. Understanding text structure</td>
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<td>2. Understanding cohesion</td>
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<tr>
<td><strong>B. Expanding and enriching ideas</strong></td>
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<tr>
<td>3. Using verbs and verb phrases</td>
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<td>4. Using nouns and noun phrases</td>
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<tr>
<td>5. Modifying to add details</td>
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<tr>
<td><strong>C. Connecting and Condensing Ideas</strong></td>
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<tr>
<td>6. Connecting ideas</td>
</tr>
<tr>
<td>7. Condensing ideas</td>
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<tr>
<td><strong>Part 3: Using Foundational Literacy Skills</strong></td>
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<tr>
<td>The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts and, for grades 6-12, Literacy in History/Social Studies, Science, and Technical Subjects. English Learners should have full access to and opportunities to learn ELA, mathematics, science, history/social studies, and other content at the same time they are progressing toward full proficiency in English.</td>
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</table>

Source: *California Department of Education* website: [http://www.cde.ca.gov/sp/el/er/eldstandards.asp](http://www.cde.ca.gov/sp/el/er/eldstandards.asp)
Assignments for Week #1:

## Unit 4: What Does It Take to Beat the Odds? Readings 1 and 2

**Due:** ___/___/___  **Rec’d:** ___/___/___  **Evaluation:** ________________________________________

**Comments:** _________________________________________________________________________

**Before You Go Home:**
- Using your notebook, complete the Unit 1 “Quickwrite” with your teacher. (See TE page 203)  
  *(Standards 1A2, 2C)*

### Day 1: Prepare to Read *(Standards 2B, 2C)*

1. Read page 204 in your textbook.
2. Complete pages 97-100 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 205-207 in your textbook).

### Day 2: Reading 1: “The Great Circle” and “Touching Spirit Bear” *(Standards 1B6, 1B7, 1B8)*

1. Before starting Reading 1, in your notebook, copy “Set a purpose for reading” at the top of page 208 and look for the answer as you read the stories.
2. Complete Reading 1: “The Great Circle” and “Touching Spirit Bear” on pages 208-215. As you read, in your notebook, complete all:
   - “Literary Check” questions
   - “Before You Go On” questions

### Day 3: Review and Practice: Grammar and Writing *(Standards 2A, 2B, 2C)*

1. Complete pages 101-103 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 216-218 in your textbook).
2. Complete “Writing a Narrative Paragraph” on page 219 in your textbook.

### Day 4: Reading 2: “Take a Chance!” and “A Survival Mini-Manual” *(Standards 1B6, 1B7, and 1B8)*

1. Read page 220 in your textbook.
2. Complete pages 104-107 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 221-223 in your textbook).
3. Before starting Reading 2, in your notebook, copy “Set a purpose for reading” at the top of page 224 and look for the answer as you read the article.
4. Complete Reading 2: “Take a Chance!” and “A Survival Mini-Manual” on pages 224-227. As you read, in your notebook, complete all:
   - “Before You Go On” questions

### Day 5: Review and Practice: Grammar and Writing *(Standards 1A4, 1C10, 1C11, 1C12)*

1. Complete pages 108-110 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 228-230).
2. Complete “Writing a Narrative Paragraph” on page 231 of your textbook.

### Prepare for Your Weekly Assessment *(Standards 1A, 1B5, 1C9, 1C11)*

At your weekly appointment with your teacher:
- Complete the Reading 1 and 2 Tests for Unit 4.
- Present an oral summary of what you learned this week. Use at least five (5) of the *academic words* introduced in the readings for this week. Be prepared to answer questions from your teacher.
- Complete the “Discussion” on page 229 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course.

### Supplementary Assignment for Relearning and Differentiation

- Complete *Reader’s Companion Workbook (Level E)*, pages 91-106.
ASSIGNMENTS FOR WEEK #2:
Unit 4: What Does It Take to Beat the Odds? Readings 3 and 4

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<th>Due: <em><strong>/</strong></em>/___</th>
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BEFORE YOU GO HOME:
- Discuss the “Big Question” on page 232 with a classmate or your teacher. *(Standards 1A1, 1B5)*

DAY 1: Prepare to Read *(Standard 2A, 2C)*
1. Read page 232 in your textbook.
2. Complete pages 111-114 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 233-235 in your textbook).

DAY 2: Reading 3: “John Henry” and “John Henry” *(Standard 1B6, 1B8)*
1. Before starting Reading 3, in your notebook, copy “Set a purpose for reading” at the top of page 236 and look for the answer as you read the tall tale and song.
2. Complete Reading 3: “John Henry” and “John Henry” on pages 236-241. As you read, in your notebook, complete all:
   - “Literary Check” questions
   - “Before You Go On” questions

DAY 3: Review and Practice; Grammar and Writing *(Standard 2A, 2B, 2C)*
1. Complete pages 115-117 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 242-244 in your textbook).
2. Complete “Writing a Narrative Paragraph” on page 245 in your textbook.

DAY 4: Reading 4: “Franklin Delano Roosevelt” and “Eleanor Roosevelt” *(Standards 1B6, 1B7, and 1B8)*
1. Read page 246 in your textbook.
2. Complete pages 118-121 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 247-249 in your textbook).
3. Before starting Reading 4, in your notebook, copy “Set a purpose for reading” at the top of page 250 and look for the answer as you read both informational texts.
4. Complete Reading 4: “Franklin Delano Roosevelt: The New Deal President” and “Madame President: Eleanor Roosevelt” on pages 250-253. As you read, in your notebook, complete all:
   - “Before You Go On” questions

DAY 5: Review and Practice; Grammar and Writing *(Standards 1A4, 1C10, 1C11, 1C12, 2A, 2C)*
1. Complete pages 122-124 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 254-256.)
2. Complete “Writing a Narrative Paragraph” on page 257 of your textbook.
3. Complete the “Learning Log” on page 126 of your workbook.

Prepare for Your Weekly Assessment *(Standards 1A3, 1B6, 1C9, 1C12)*
At your weekly appointment with your teacher:
- Complete the Reading 3 and 4 Tests for Unit 4.
- Present an oral summary of what you learned this week. Use at least five (5) of the *academic words* introduced in the readings for this week. Be prepared to answer questions from your teacher.
- Choose one of the historical figures listed in Project 3 on page 259 of your textbook and, using an internet browser, find out how that person made a difference in history. Share what you’ve learned (verbally) with your teacher.

Supplementary Assignment for Relearning and Differentiation
- Complete *Reader’s Companion Workbook (Level E)*, pages 107-118.
# ASSIGNMENTS FOR WEEK #3:

**Unit 4: What Does It Take to Beat the Odds?**

*Link the Readings and Writing Workshop*

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<th>Due: <em><strong>/</strong></em>/___</th>
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<th>Evaluation: ________________________________________________</th>
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<td>Comments:</td>
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**BEFORE YOU GO HOME:**
- Discuss the question “What does it take to beat the odds?” on page 258 (*Standards 1A1, 1B5*) with a fellow student or your teacher. Complete the “Critical Thinking” chart on page 258 (*Standard 1B8*).

**DAY 1: Narrative Essay: Prewrite and Draft** (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)
1. Read page 262 and complete Item 1: Prewrite.
2. Complete Item 2: Draft on page 262.

**DAY 2: Narrative Essay: Revise** (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)
2. Complete Item 4: Edit and Proofread on pages 264-265 (or page 125 in your workbook).

**DAY 3: Narrative Essay: Publish** (*Standards 1C10, 1C11, 1C12, 2A, 2B, 2C*)
- Complete Item 5: Publish on page 265.

**DAY 4: Learn About Art: “Beating the Odds”** (*Standards 1B7, 1C11*)
1. Read “Beating the Odds” on pages 266-267.
2. Answer all “Apply What You Learned” questions on page 267.
3. Answer the “Big Question” on page 267.

**DAY 5: Workbook Activities for “Beating the Odds” and Review** (*Standards 1B7, 1C11*)
- Complete pages 127-128 in your workbook

**Prepare for Your Weekly Assessment** (*Standards 1A1, 1C9*)
- Share your essay with your teacher and classmates.
ASSIGNMENTS FOR WEEK #4:

Unit 5: How Do Conflicts Affect Us? Readings 1 and 2

| Due: ___/___/___ Rec’d: ___/___/___ Evaluation: __________________________ |
| Comments: _________________________________________________________________________ |

**BEFORE YOU GO HOME:**

- Using your notebook, complete the Unit 5 “Quickwrite” with your teacher. (See TE page 269.)
  
  *(Standards 1A2, 2C)*

**DAY 1: Prepare to Read (Standards 2B, 2C)**

1. Read page 270 in your textbook.
2. Complete pages 129-132 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 271-273 in your textbook).

**DAY 2: Reading 1: “Romeo and Juliet” and “A Conversation With Julia Alvarez” (Standards 1B6, 1B7, 1B8)**

1. Before starting Reading 1, in your notebook, copy “Set a purpose for reading” at the top of page 274 and look for the answer as you read the play.
2. Complete Reading 1: “Romeo and Juliet” on pages 274-281. As you read, in your notebook, complete all:
   - “Literary Check” questions
   - “Before You Go On” questions

**DAY 3: Review and Practice; Grammar and Writing (Standards 1C10, 1C11, 1C12, 2A, 2B, 2C)**

1. Complete pages 133-135 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 282-284 in your textbook).

**DAY 4: Reading 2: “Furious Feuds?” (Standards 1A2, 1A4)**

1. Read page 286 in your textbook.
2. Complete pages 136-139 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 287-289 in your textbook).
3. Before starting Reading 2, in your notebook, copy “Set a purpose for reading” at the top of page 290 and look for the answer as you read the informational text.
4. Complete Reading 2: “Furious Feuds: Enemies by Association” on pages 290-93. As you read, in your notebook:
   - Complete all “Before You Go On” questions

**DAY 5: Review and Practice; Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12)**

1. Complete pages 140-142 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 294-296).
2. Complete “Writing an Expository Paragraph” on page 297 of your textbook.

Prepare for Your Weekly Assessment (Standards 1A, 1B5, 1C9, 1C11)

- At your weekly appointment with your teacher:
  - Complete the Reading 1 and 2 Tests for Unit 5.
  - Present an oral summary of what you learned this week. Use at least five (5) of the *academic words* introduced in the readings for this week. Be prepared to answer questions about the summary.
  - Complete the “Discussion” on page 295 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course.

Supplementary Assignment for Relearning and Differentiation

- Complete Reader’s Companion Workbook (Level E), pages 119-132.
### ASSIGNMENTS FOR WEEK #5:

#### Unit 5: How Do Conflicts Affect Us?  Readings 3 and 4

| Due: __/__/__ | Rec’d: __/__/__ | Evaluation: ____________________________ |
| Comments: ________________________________________________ |

**BEFORE YOU GO HOME:**

- Discuss the “Big Question” on page 298 with a classmate or your teacher. *(Standards 1A1, 1B5)*

**DAY 1: Prepare to Read*(Standards 2A, 2C)*

1. Read page 298 in your textbook.
2. Complete pages 143-146 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 299-301 in your textbook).

**DAY 2: Reading 3: “Romiette and Julio”*(Standards 1B6, 1B7, 1B8)*

1. Before starting Reading 3, in your notebook, copy “Set a purpose for reading” at the top of page 302 and look for the answer as you read the novel excerpt.
2. Complete Reading 3: “Romiette and Julio” on pages 302-307. As you read, in your notebook, complete all:
   - “Literary Check” questions
   - “Before You Go On” questions

**DAY 3: Review and Practice; Grammar and Writing*(Standards 2A, 2B, 2C)*

1. Complete pages 147-149 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 308-310 in your textbook).
2. Complete “Writing an Expository Paragraph” on page 311 in your textbook.

**DAY 4: Reading 4: “Conflict Resolution”*(Standards 1B6, 1B7, 1B8)*

1. Read page 312 in your textbook.
2. Complete pages 150-153 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 313-315 in your textbook).
3. Before starting Reading 4, in your notebook, copy “Set a purpose for reading” at the top of page 316 and look for the answer as you read the article.
4. Complete Reading 4: “Conflict Resolution: The Win-Win Situation” on pages 316-319. As you read, in your notebook, complete all:
   - “Before You Go On” questions

**DAY 5: Review and Practice; Grammar and Writing*(Standards 1A4, 1C10, 1C11, 1C12, 2A, 2C)*

1. Complete pages 154-156 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 320-323 in your textbook.)
2. Complete “Writing an Expository Paragraph” on page 323 of your textbook.
3. Complete the “Learning Log” on page 158 of your workbook.

**Prepare for Your Weekly Assessment*(Standards 1A3, 1B6, 1C9, 1C12)*

At your weekly appointment with your teacher:

- Complete the Reading 3 and 4 Tests for Unit 5.
- Present an oral summary of what you learned this week. Use at least five (5) of the *academic words* introduced in the readings for this week. Be prepared to answer questions from your teacher.
- Complete one Project on page 325 and be prepared to share it with your teacher and fellow students.

**Supplementary Assignment for Relearning and Differentiation**

- Complete *Reader’s Companion Workbook (Level E)*, pages 133-150.
ASSIGNMENTS FOR WEEK #6:

Unit 5: How Do Conflicts Affect Us?

Link the Readings and Writing Workshop

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<tr>
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<th>Evaluation: ________________________________________</th>
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<tbody>
<tr>
<td>Comments: ________________________________________________</td>
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BEFORE YOU GO HOME:

- Discuss the questions (under “Discussion) on page 324 (Standards 1A1, 1B5) with a fellow student or your teacher. Complete the “Critical Thinking” chart on page 324 (Standard 1B8).

DAY 1: Expository Essay: Prewrite and Draft (Standards 1C10, 1C11, 1C12, 2A, 2B, 2C)

1. Read page 328 and complete Item 1: Prewrite.
2. Complete Item 2: Draft.

DAY 2: Expository Essay: Revise (Standards 1C10, 1C11, 1C12, 2A, 2B, 2C)

2. Complete Item 4: Edit and Proofread on page 330-331 (or page 157 in your workbook).

DAY 3: Descriptive Essay: Publish (Standards 1C10, 1C11, 1C12, 2A, 2B, 2C)

- Complete Item 5: Publish on page 331.

DAY 4: Learn About Art: “Fighting for Land” (Standards 1B7, 1C11)

1. Read “Fighting for Land” on pages 332-333.
2. Answer all “Apply What You Learned” questions on page 333.
3. Answer the “Big Question” on page 333.

DAY 5: Workbook Activities for “Fighting for Land” and Review (Standards 1B7, 1C11)

- Complete pages 159-160 in your workbook

Prepare for Your Weekly Assessment (Standards 1A1, 1C9)

- Share your essay with your teacher and classmates.
ASSIGNMENTS FOR WEEK #7:

**Unit 6: Do Things Really Change? Readings 1 and 2**

Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ____________________________

Comments: _______________________________________________________________________

**BEFORE YOU GO HOME:**

- Using your notebook, complete the Unit 6 “Quickwrite” with your teacher. (See TE page 335.) *(Standards 1A2, 2C)*

**DAY 1: Prepare to Read (Standards 2B, 2C)**

1. Read page 336 in your textbook
2. Complete pages 161-164 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 337-339 in your textbook).

**DAY 2: Reading 1: “Catherine, Called Birdy” (Standards 1B6, 1B7, 1B8)**

1. Before starting Reading 1, in your notebook, copy “Set a purpose for reading” at the top of page 340 and look for the answer as you read the novel excerpt and short story.
2. Complete Reading 1: “Catherine, Called Birdy” and “The Dinner Party” on pages 340-345. As you read, in your notebook, complete all:
   - “Literary Check” questions
   - “Before You Go On” questions

**DAY 3: Review and Practice; Grammar and Writing (Standards 1C10, 1C11, 1C12, 2A, 2B, 2C)**

1. Complete pages 165-167 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 346-348 in your textbook).

**DAY 4: Reading 2: “Oh Rats!” and “Outbreak” (Standards 1A2, 1A4)**

1. Read page 350 in your textbook.
2. Complete pages 168-171 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 153-155 in your textbook).
3. Before starting Reading 2, in your notebook, copy “Set a purpose for reading” at the top of page 354 and look for the answer as you read the articles.
4. Complete Reading 2: “Oh, Rats!” and “Outbreak” on pages 354-359. As you read, in your notebook:
   - Complete all “Before You Go On” questions

**DAY 5: Review and Practice; Grammar and Writing (Standards 1A4, 1C10, 1C11, 1C12)**

1. Complete pages 172-174 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 360-363).
2. Complete “Writing a Research Report” on page 363 of your textbook.

**Prepare for Your Weekly Assessment (Standards 1A, 1B5, 1C9, 1C11)**

At your weekly appointment with your teacher:

- Complete the Reading 1 and 2 Tests for Unit 6.
- Present an oral summary of what you learned this week. Use at least five (5) of the academic words introduced in the readings for this week. Be prepared to answer questions from your teacher.
- Complete the “Discussion” on page 361 with a fellow student or respond to previously written or video-recorded responses from other students who have taken this course

**Supplementary Assignment for Relearning and Differentiation**

- Complete Reader’s Companion Workbook (Level E), pages 151-166.
ASSIGNMENTS FOR WEEK #8:

**Unit 6: Do Things Really Change? Readings 3 and 4**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Instructions</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Prepare to Read <em>(Standards 2A, 2C)</em></td>
<td>1. Read page 364 in your textbook.</td>
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<td>2. Complete pages 175-178 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 365-367 in your textbook).</td>
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<tr>
<td>Day 2</td>
<td>Reading 3: “Dateline: Troy” <em>(Standards 1B6, 1B7, 1B8)</em></td>
<td>1. Before starting Reading 3, in your notebook, copy “Set a purpose for reading” at the top of page 368 and look for the answer as you read the myth.</td>
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<td>2. Complete Reading 3: “Dateline: Troy” on pages 368-373. As you read, in your notebook, complete all:</td>
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<td>o “Literary Check” questions</td>
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<td>o “Before You Go On” questions</td>
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<td>Day 3</td>
<td>Review and Practice; Grammar and Writing <em>(Standard 2A, 2B, 2C)</em></td>
<td>1. Complete pages 179-181 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 374-377 in your textbook).</td>
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<td>Day 4</td>
<td>Reading 4: “Top Secret” <em>(Standards 1B6, 1B7, and 1B8)</em></td>
<td>1. Read page 378 in your textbook.</td>
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<td>2. Complete pages 182-185 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 379-381 in your textbook).</td>
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<td>3. Before starting Reading 4, in your notebook, copy “Set a purpose for reading” at the top of page 382 and look for the answer as you read the article.</td>
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<td>4. Complete Reading 4: “Top Secret: A Handbook of Codes, Cipher, and Secret Writing” on pages 382-387. As you read, in your notebook, complete all:</td>
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<td>o “What Do You Think?” questions</td>
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<td></td>
<td>o “Before You Go On” questions</td>
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<tr>
<td>Day 5</td>
<td>Review and Practice; Grammar and Writing <em>(Standards 1A4, 1C10, 1C11, 1C12, 2A, 2C)</em></td>
<td>1. Complete pages 90-93 in your workbook (or, using your notebook, answer all questions and complete all activities on pages 388-390 in your textbook.)</td>
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<td></td>
<td></td>
<td>2. Complete “Writing a Research Report” on page 391 of your textbook.</td>
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<td>3. Complete the “Learning Log” on page 190 of your workbook.</td>
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**Prepare for Your Weekly Assessment *(Standards 1A3, 1B6, 1C9, 1C12)***

- At your weekly appointment with your teacher:
  - Complete the Reading 3 and 4 Tests for Unit 6.
  - Present an oral summary of what you learned this week. Use at least five (5) of the academic words introduced in the readings for this week. Be prepared to answer questions from your teacher.
  - Complete ONE Project on page 393 and be prepared to share it with your teacher and fellow students.

**Supplementary Assignment for Relearning and Differentiation**

- Complete Reader’s Companion Workbook (Level E), pages 167-182.
ASSIGNMENTS FOR WEEK #9:
Unit 6: Do Things Really Change?
Link the Readings and Writing Workshop

Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ____________________________
Comments: ___________________________________________________________________

BEFORE YOU GO HOME:

- Discuss the question “Do Things Really Change?” on page 392 (Standards 1A1, 1B5) with a fellow student or your teacher. Complete the “Critical Thinking” chart on page 392 (Standard 1B8).

DAY 1: Research Report: Prewrite and Draft  (Standards 1C10, 1C11, 1C12, 2A, 2B, 2C)
1. Read page 396 and complete Item 1: Prewrite.
2. Complete Item 2: Draft on page 396.

DAY 2: Research Report: Revise  (Standards 1C10, 1C11, 1C12, 2A, 2B, 2C)
1. Complete Item 3: Revise on pages 397-399.
2. Complete Item 4: Edit and Proofread on pages 400-401 (or page 93 in your workbook).

DAY 3: Research Report: Publish  (Standards 1C10, 1C11, 1C12, 2A, 2B, 2C)

- Complete Item 5: Publish on page 401.

DAY 4: Learn About Art: “Old Become New”  (Standards 1B7, 1C11)
1. Read “Old Becomes New” on pages 402-403.
2. Answer all “Apply What You Learned” questions on page 403.
3. Answer the “Big Question” on page 403.

DAY 5: Workbook Activities for “Old Becomes New” and Review  (Standards 1B7, 1C11)

- Complete pages 191-192 in your workbook.

Prepare for Your Weekly Assessment  (Standards 1A1, 1C9)

- Share your essay with your teacher and classmates.