



Paramount Unified School District Educational Services



English Language Arts Curriculum Guide Moderate/Severe "B" Teaching to Standards: English 2014-2015



Unit 1

Theme: Change

Aug 22- Oct 21 (39 days)

LESSON	Approximate Number of Days	TEXT(S)/ACTIVITY	Assessment Dates	Sources
1	7 Days Aug 22- Aug 30	Lesson 1- Ch. 1-2	Formative Assessment: Chapters 1 and 2	ROR: p. 7-15
2	7 Days Aug 31-Sept 9	Lesson 2- Ch. 3-4	Formative Assessment: Chapters 3 and 4	ROR: p. 16-24
3	7 Days Sept 12- Sept 20	Lesson 3- Ch. 5-6	Formative Assessment: Chapters 5 and 6	ROR: p. 25-35
4	7 Days Sept 21-Sept 29	Lesson 4- Ch. 7-8	Formative Assessment: Chapters 7 and 8	ROR: p. 36-47
5	7 DAYS Sept 30-Oct 10	Lesson 5- Ch. 9-10	Formative Assessment: Chapters 9 and 10	ROR: p. 48-56
6	9 DAYS Oct 11-Oct 21	Unit Assessment	Window: 10/17-10/21 Scores Due: 11/4	



INSTRUCTIONAL SEQUENCE

LESSON 1

7 Days

Aug 22- Aug 30

RESOURCE(S):

- ROR p. 7-15

STANDARDS:

- 6-12.RL. 1, 2, 3, 6, 7, 9

ACADEMIC VOCABULARY:

- **Holes**-hollow places in the ground
- **Bad**-not good in any way
- **Sneakers**-tennis shoes
- **Decisions**-making a choice
- **Guilty**-responsible for doing something wrong
- **Curse**-to wish for things to go wrong for someone

LESSON UNDERSTANDING(S):

- ❖ Boys dug holes at Camp Green Lake.
- ❖ Camp Green Lake is a camp for boys who have made bad decisions.

ESSENTIAL QUESTION(S):

1. What did the boys do at Camp Green Lake?
2. What kind of camp is Camp Green Lake?

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
 - P. 9-10. "Camp Green Lake is a camp for boys who have made bad decisions. Each boy has to dig a hole every day at this camp."
 - P. 12- "The boys told Stanley he would have to dig a big hole! Every day!"
- ❖ **Text-dependent Questions**
 - P. 9 Why did the people of the town move away?
 - P. 11 Who put a curse on Stanley's great-great-grandfather because he broke a promise?
 - P. 13 Why was Stanley found guilty of and sent to Camp Green Lake?
 - P. 14 What did Stanley get a lot of when he dug his first hole?
 - P. 15 What did Stanley do before he went to sleep after he dug his first hole?
- ❖ **Vocabulary Study**
 - Write sentences with the vocabulary words.
 - Play bingo with the vocabulary words.
 - Write words 10 times each.
- ❖ **Language Skills**
 - Use vocabulary in sentences



- Use Daily writing journals to form, write, critique opinions
- Capitalize and put punctuation on the main idea of the story from Ch 1 & 2

❖ ***Thinking Map Opportunities***

- Bubble Map: how Stanley was feeling at camp
- Bubble Map: describing Stanley
- Circle Map: describe the setting " Camp Green Lake"

EXPRESS UNDERSTANDING:

- ❖ Formative assessment with Vocabulary, Grammar, and Reading Comprehension sections.



INSTRUCTIONAL SEQUENCE

LESSON 2

7 Days

Aug 31-Sept 9

RESOURCE(S):

- ROR p. 16-24

STANDARDS:

- 6-12.RL. 1, 2, 3, 6, 7, 9

ACADEMIC VOCABULARY:

- **Treasure**-something valuable or something you care a lot about
- **Shovel**-a tool used to dig holes
- **Dig**- to move dirt with a shovel
- **Dry**- having no moisture or liquid
- **Warden**- the leader of a particular place
- **Canteen**- small water bottle

LESSON UNDERSTANDING(S):

- ❖ Stanley found a treasure, a gold tube with K+B on it.
- ❖ Stanley gave his treasure to X-ray so X-ray got the day off.
- ❖ Since Stanley gave his treasure to X-ray, they were digging in the wrong hole. They should have been digging in Stanley's hole.

ESSENTIAL QUESTION(S):

1. What did Stanley find?
2. Who got the day off for finding the treasure?
3. Why were they digging in the wrong spot, X-ray's hole?

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
 - P. 19- "The next day, Stanley started digging his 14th hole. After lunch, he found something shiny in the dirt in his hole. It was a narrow gold tube about the size of his index finger. It had a heart with the letters K.B. carved in it."
 - P. 20- "Mr. Pendanski showed the gold tube to the warden. The warden liked the treasure a lot. X-Ray got the day off. He got extra time in the shower. He got clean clothes too."
 - P. 22- "The boys dug in pairs. That was easier than digging alone. Stanley knew they were all digging in the wrong place."
- ❖ **Text-dependent Questions**
 - P. 17 Who was the leader of Tent D?
 - P. 19 What letters were carved within the heart of the gold tube?
 - P. 20 Who got the day off for finding the gold tube?
 - P. 23 While digging to look for more treasure, what did Stanley get hit in the head with?
 - P. 24 What did Zero ask Stanley to teach him how to do?



❖ ***Vocabulary Study***

- Write sentences with the vocabulary words.
- Play bingo with the vocabulary words.
- Write words 10 times each.

❖ ***Language Skills***

- Use vocabulary in sentences
- Use Daily writing journals to form, write, critique their opinions
- Have flash card for each of the word in the sentence from the main storyline "Stanley found a treasure". The students must unscramble and put into the right order with the punctuation and capitalization in the correct place.

❖ ***Thinking Map Opportunities***

- Flow Map: sequencing events from Stanley finding treasure, Stanley giving treasure to X-ray, X-ray turns it into warden, Warden really likes treasure, X-ray gets the perks, Warden makes the boys dig holes near X-rays hole to find even more treasure

EXPRESS UNDERSTANDING:

- ❖ Formative assessment with Vocabulary, Grammar, and Reading Comprehension sections.



INSTRUCTIONAL SEQUENCE

LESSON 3

7 Days

Sept 12- Sept 20

RESOURCE(S):

- ROR p. 25-35

STANDARDS:

- 6-12.RL. 1, 2, 3, 6, 7, 9

ACADEMIC VOCABULARY:

- **Friends**-people you know, like, trust
- **Lake**-a very large pool of fresh water
- **Boys**-young men
- **Poisonous**-able to cause harm or illness
- **Outlaw**-a person who broke the law and is on the run
- **Punish**- get into trouble, penalty

LESSON UNDERSTANDING(S):

- ❖ Stanley and Zero became friends.
- ❖ Kate loved Sam the Onion Man.
- ❖ Kate robbed banks and Stanley’s great-great-grandfather.

ESSENTIAL QUESTION(S):

1. Who did Stanley become friends with?
2. Who did Kate love?
3. Who did Kate rob?

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
 - P. 27-28 “ But then he saw that Zero had the most left to dig in his hole. He knew that Zero had dug the hole for him. Stanley asked Zero why he helped him. Zero said he knew Stanley did not steal the sunflower seed, or the sneakers! Zero knew that Stanley was not a bad boy. Zero knew Stanley needed a friend.”
 - p. 32 “Sam made the schoolhouse look brand-new. That made Kate happy so she taught Sam to read. Sam and Kate fell in love.”
 - P. 33-34- “The town’s people killed Sam. Kate Barlow killed the sheriff and ran away. She was gone for 20 years. Kate became an outlaw. She robbed banks. She even robbed Stanley’s great-great-grandfather.”
- ❖ **Text-dependent Questions**
 - P. 26 Why was Mr. Sir very mad and Stanley in trouble from Mr. Sir?
 - P. 27 Who had dug the hole for Stanley while he went to see the Warden with Mr. Sir?
 - P. 29 When Stanley was in bed that night, what did he think about?
 - P. 32 Why was it a big problem that Sam and Kate fell in love?
 - P. 35 What killed Kate Barlow?



❖ ***Vocabulary Study***

- Write sentences with the vocabulary words.
- Play bingo with the vocabulary words.
- Write words 10 times each.

❖ ***Language Skills***

- Use vocabulary in sentences
- Use Daily writing journals to form, write, critique their opinions
- Have flash card for each of the word in the sentence from the main storyline "Kate loved Sam, the Onion Man." The students must unscramble and put into the right order with the punctuation and capitalization in the correct place.

❖ ***Thinking Map Opportunities***

- Tree Map of settings and not settings
- Flow map- what's happening in Ch. 6... Kate taught Sam to read and Sam made the schoolhouse look new. Sam and Kate fell in love. The town's people didn't like it so they killed Sam. Kate Barlow killed the sheriff and became an outlaw. She robbed people. She buried the treasures she took from banks and Stanley's great-great-grandfather. She died by getting bit by the yellow spotted lizard.

EXPRESS UNDERSTANDING:

- ❖ Formative assessment with Vocabulary, Grammar, and Reading Comprehension sections.



INSTRUCTIONAL SEQUENCE

LESSON 4

7 Days

Sept 21-Sept 29

RESOURCE(S):

- ROR p. 36-47

STANDARDS:

- 6-12.RL. 1, 2, 3, 6, 7, 9

ACADEMIC VOCABULARY:

- **Water**-clear, colorless, odorless, and tasteless liquid
- **Suspicious**-not trusting or honest
- **Deal**-to agree to; agreement
- **Refused**-not want to do something
- **Destroyed**- cause it to end; no longer exist

LESSON UNDERSTANDING(S):

- ❖ Stanley didn't get his water canteen refilled.
- ❖ It was a rock on top of the mountain that looks like a fist with a thumb pointing toward the sky. Stanley's great-grandfather survived on "God's Thumb."
- ❖ Stanley tried to steal the water truck to save his friend. He also helped Zero when he was sick when they were walking up the mountain.

ESSENTIAL QUESTION(S):

1. What did Mr. Sir do to Stanley because he was mad at him?
2. What was "God's Thumb?"
3. How did Stanley help his friend?

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
 - P. 37 "Mr. Sir punished Stanley. He did not refill his water canteen. Instead of putting the water in the canteen, Mr. Sir poured it on the ground. The boys decided to help each other." Mr. Sir did not fill Stanley's canteen for many days."
 - P. 42-43 "All the information on Zero was destroyed. The next day Stanley tried to steal the water truck to save his friend. He accidentally drove it into a hole."
 - P. 46 "Zero threw up and collapsed. Stanley carried Zero for a long time."
- ❖ **Text-dependent Questions**
 - P. 26 What did Mr. Sir do when a boy from a different tent asked Mr. Sir what happened to his face?
 - P. 39 What did the rocks look like on the top of the mountain?
 - P. 44 What did they call the fruity contents in the jars?
 - p. 46 After Zero threw up, what did they have to leave behind so Stanley could carry Zero?
 - P. 47 What did Stanley find when he tripped and fell?



❖ ***Vocabulary Study***

- Write sentences with the vocabulary words.
- Play bingo with the vocabulary words.
- Write words 10 times each.

❖ ***Language Skills***

- Use vocabulary in sentences
- Use Daily writing journals to form, write, critique their opinions
- Have flash card for each of the word in the sentences from the main storyline "Mr. Sir was mad." and "Stanley helped his friend." The students must unscramble and put into the right order with the punctuation and capitalization in the correct place.

❖ ***Thinking Map Opportunities***

- Tree Map: Main Characters and not main characters
- Multi-flow map: Both of the boys ran away, what were the effects of the running away

EXPRESS UNDERSTANDING:

- ❖ Formative assessment with Vocabulary, Grammar, and Reading Comprehension sections.



INSTRUCTIONAL SEQUENCE

LESSON 5

7 Days

Sept 30-Oct 10

RESOURCE(S):

- ROR p. 48-56

STANDARDS:

- 6-12.RL. 1, 2, 3, 6, 7, 9

ACADEMIC VOCABULARY:

- **Hurt**-to cause injury or harm
- **Destiny**-meant to happen
- **Afraid**- scared
- **Arrived**-to reach or go to a place
- **Innocent**-not guilty, not do anything wrong

LESSON UNDERSTANDING(S):

- ❖ The boys wanted to dig for treasure where Stanley found the gold tube.
- ❖ They found the real treasure.
- ❖ The treasure belonged to Stanley and his great-great grandfather and Zero's records were destroyed.

ESSENTIAL QUESTION(S):

1. Why did the boys go back to Camp Green Lake?
2. What did Stanley and Zero find when they dug?
3. How was Stanley and Zero freed?

UNDERSTAND THE TEXT:

- ❖ As you go through the text with students, focus on reading and discussing specific paragraphs or sentences where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understandings and Essential Questions.
 - P. 51- "Stanley knew it was destiny. They made a plan to return to camp. Stanley kept thinking about the gold tube."
 - P. 54-55 "Zero read the name on the box- Stanley Yelnats. The treasure belonged to Stanley. It was his great-great grandfather's. Stanley's lawyer arrived at Camp Green Lake. Stanley was freed. His lawyer discovered that Stanley was innocent. Zero was freed, too, because his records had been destroyed when he ran away."
 - P. 55-56 "It turned out that lizards hate the smell of onions. Because Stanley and Zero had eaten a lot of onions, the lizards stayed away from them."
- ❖ **Text-dependent Questions**
 - P. 48 What did the boys eat on the mountain?
 - P. 39 What did the rocks look like on the top of the mountain?
 - P. 54 What was the name on the box of the treasure?
 - p. 55 Who did the treasure originally belong to?
 - P. 56 Why did the lizards stay away from Stanley and Zero in the nest?



❖ ***Vocabulary Study***

- Write sentences with the vocabulary words.
- Play bingo with the vocabulary words.
- Write words 10 times each.

❖ ***Language Skills***

- Use vocabulary in sentences
- Use Daily writing journals to form, write, critique their opinions
- Have flash card for each of the word in the sentences from the main storyline "Zero told the truth." and "Stanley found the real treasure." The students must unscramble and put into the right order with the punctuation and capitalization in the correct place.

❖ ***Thinking Map Opportunities***

- Flow map: sequence of events from Chapter 9 & 10
- Bridge map: vocabulary definitions

EXPRESS UNDERSTANDING:

- ❖ Formative assessment with Vocabulary, Grammar, and Reading Comprehension sections.



INSTRUCTIONAL SEQUENCE

Lesson 6
7 days
Oct 11-Oct 21

END-OF-UNIT ASSESSMENT:

- ❖ Comprehensive assessment with Vocabulary, Grammar, and Reading Comprehension sections.