



PRE-ASE READING SCOPE AND SEQUENCE

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Introduction

The purpose of this scope and sequence is to provide a roadmap for a Pre-ASE (GLE 6-8.9) reading teacher to follow throughout the CLC's academic year (September-June). This roadmap outlines unit topics presented as essential questions; defines key content areas, unit goals, and learner outcomes; and highlights the CCRS skills students will develop throughout the year. It also lists suggested authentic electronic and print texts, both primary and secondary, as well as multimedia resources for the teacher to draw upon based on her and student interest.

Units are sequenced to 1) orient students in their physical environment; 2) build on this knowledge to explore migration to the United States; 3) explore the core human rights and environmental issues that have driven the evolution of society in the United States; and 4) inspire students to look beyond the present to future exploration and innovation. After the Pre-ASE reading teacher has followed the scope and sequence for an academic year, she will recommend revisions to the document. The CLC reading curriculum coordinator will revise the scope and sequence accordingly. This process will be repeated annually.

In the year outlined in the scope and sequence, students will engage with geography and science, as well as historic and current events, in an active way that builds their capacity to be engaged citizens and excites their interest in and passion for learning about the world they inhabit. For instance, when students study the American Revolution, they will participate in an oral debate in which they take on the perspective of a Loyalist or a Patriot. When they study the history of the 20th century women's movement, they will create and deliver videotaped public service announcements on a women's issue of their choice. When they analyze space policy, they will make decisions about how much the U.S. should invest in its space program, presenting a variety of data in a PowerPoint presentation.

Throughout the year, the Pre-ASE reading teacher will integrate study skills instruction into her work. As students develop critical academic skills and broaden content knowledge to become engaged learners and citizens, they will also build the habits of successful students: efficient and sustained organization of their class materials, accurate and strategic note taking, effective test preparation and test-taking strategies, and time management. Explicit study skills instruction will occur throughout the year but will be emphasized in the first six weeks.

Additionally, as students read academic texts, the teacher will explicitly teach relevant Tier II words as well as fundamental reading comprehension strategies. In her work with students on writing development, the teacher will incorporate specific instruction in standard American English (grammar, mechanics, usage) as well as the conventions of

academic writing appropriate for Pre-ASE students. In order to ensure that students feel confident and well prepared to communicate effectively to a range of audiences, the teacher will instruct students in public speaking skills and provide multiple opportunities for practice. Finally, the teacher will integrate technology to the extent specified in the scope and sequence document.

Although this Pre-ASE Reading scope and sequence is primarily original, some ideas for content and texts came from the following sources: for **Immigration**, *The Curriculum Companion for Immigration: the Teen Guide* by Maria Jose Aragon, Tiago Bittencourt, and KatyAnna Johnson; for the **American Revolution**, *Colonial America and the American Revolution, Grade 7, Unit 2*, by the NYC Department of Education, Office of Curriculum and Professional Development, Department of Social Studies; for **Creating a Sustainable and Healthy Environment**: *Water*, Odell Education: Literacy Curriculum *Unit 3: Researching to Deepen Understanding, Grade 7, Water*; for **Space**, the John F. Kennedy Presidential Library Museum, Middle School Curricular Resources: *Why Choose the Moon? Debating the Decision to Go to the Moon*.

There are 2 useful attachments at the end of this document:

1. College and Career Readiness (CCRS) Anchor Standards for Reading, Writing, Speaking and Listening, and Language covered in each unit
2. Year-End goals for Pre-ASE level developed pre-CCRS with references to the MA ABE ELA Curriculum Frameworks

NOTE: This is several units into the S&S.

Unit 3 has several foci: A, B, C, D.

Unit 3: What do we fight for?

Each focus lasts for 18 hours.

Focus D

A Sustainable and Healthy Environment: Water

Time

4 weeks/18 hours

Purpose of the Unit

Students will make connections between human rights issues and environmental protection by exploring current issues in water use and quality as well as the efforts individuals and organizations are taking to ensure a healthy and sustainable environment.

Unit Goals and Outcomes

Students choose an area of investigation on a specific water issue and develop inquiry questions to direct their research. Students will organize their research and synthesize their analysis in order to develop an evidence-based perspective on their specific area of investigation.

Priority CCRSAE Standards

CCR RI1D, CCR RI2D, CCR RI6D, CCR RI7D, CCR RI8D, CCR RI10D
CCR WHST2D, CCR WHST4D, CCR WHST5D, CCR WHST6D,
CCR WHST7D, CCR WHST8D, CCR WHST9D
CCR SL1D, CCR SL2D, CCR SL4D, CCR SL5D, CCR SL6D
CCR L1D, CCR L2D, CCR L4D

NOTE: CLC combined the CCSS notation & the CCRSAE notation to indicate type of subject area text. It is fine for you to just use the CCRSAE notation.

Assessment of Priority Standards

Students will demonstrate their knowledge by creating a water awareness event at the Cambridge Community Learning Center. Student groups will create a display that incorporates text and visuals about a student-chosen water issue. During the event, students will discuss their display with visitors and answer questions. The teacher will use a class-designed rubric to give feedback on displays and informational presentations.

Main Texts

Nonfiction Print and Web-based

Baker, Maggie Coerth (November 16, 2009). "Is There Really a Water Crisis?" Boing Boing. <http://boingboing.net/2009/11/16/is-there-really-a-wa.html>

Howard, Brian Clark (February 13, 2013). "Change the Course: Help Save the Colorado River." National Geographic. <http://voices.nationalgeographic.com/2013/02/13/change-the-course-help-save-the-colorado-river/>

Jango-Cohen, Judith. (October 8, 2007). "A Dwindling River: As Water Demands Rise, the Colorado River Is Running Dry." *Scholastic SuperScience*.

Kimball, Jay (May 15, 2012). "How Much Water is on Earth?" 8020 Vision.
<http://8020vision.com/2012/05/15/how-much-water-is-on-earth/>

Mercer, David (August 14, 2012). "Many Well Users Find their Faucets Running Dry."
AP News.
<http://bigstory.ap.org/article/many-well-users-find-their-faucets-are-running-dry>

Nagourney, Adam, Jack Healy, and Nelson D. Schwartz (April 4, 2015). "California Drought Tests History of Endless Growth." *The New York Times*.

The Nature Conservancy (2015). "Water Footprint of an American."
<http://waterfootprint.org/en/>

United States Environmental Protection Agency (2015). *Water Use Today*.
http://www.epa.gov/watersense/our_water/water_use_today.html

Video

EPA (n.d.) *The Water Cycle*.
http://www.epa.gov/safewater/kids/flash/flash_watercycle.html

Unit 4: Where are we going?

Focus

Space

Time

4 weeks/18 hours

Purpose of the Unit

This unit will introduce students to the fundamentals of astronomy as a backdrop to a broader discussion about the evolution and future direction of the United States space program.

Unit Goals and Outcomes

Students will develop basic astronomy knowledge of planets, galaxies, and stars. They will compare and contrast the emphases of the space program over time as outlined in John F. Kennedy's and Barack Obama's speeches on the subject. Finally, students will analyze the pros and cons of continuing to invest in space exploration in the 21st century by comparing current space, defense, and education budgets.

Priority CCRSAE Standards

CCR RI2D, CCR RI4D, CCR RI5D, CCR RI6D, CCR RI7D, CCR RI8D, CCR RI10D
CCR W1D, CCR W4D, CCR W5D, CCR W6D, CCR W9D
CCR SL1D, CCR SL2D, CCR SL3D, CCR SL4D, CCR SL5D, CCR SL6D
CCR L1D, CCR L2D, CCR L4D, CCR L5D

Assessment of Priority Standards and Key Context

Students will demonstrate knowledge of the fundamentals of astronomy in short writing assignments and periodic tests. They will also complete a chart outlining the differences and similarities between the speeches on space policy delivered by John F. Kennedy and Barack Obama. As the culmination of their work, students will prepare a PowerPoint presenting the pros and cons of investment in space exploration including data presented in graphs and charts.

Main Texts

Nonfiction Print and Web-based

Feldman, Myer (March 29, 1962). "Response Letter from Myer Feldman, Deputy Special Counsel to the President to Mary Lou Reitler." John F. Kennedy Presidential Library and Museum.

Keller, Rebecca W. (2012). *Focus On Middle School Astronomy Student Textbook*. Gravitas Publications, Incorporated.

National Aeronautics and Space Administration (2015). *Fiscal Year 2015: Budget Estimates*.

Reitler, Mary Lou (January 18, 1962). "Letter from Mary Lou Reitler to President Kennedy." John F. Kennedy Presidential Library and Museum.

The White House (June 28, 2010). *The National Space Policy of the United States of America*.

Wikipedia (April 28, 2015). "Budget of NASA."
https://en.wikipedia.org/wiki/Budget_of_NASA

Speeches

Kennedy, John F. (September 12, 1962). "Address at Rice University in Houston, Texas on the Nation's Space Effort." John F. Kennedy Presidential Library and Museum.

Obama, Barack (June 28, 2010). "Statement by the President on the National Space Policy." The White House.

CCRS AE STANDARDS

	ELA Anchor Standards	Unit 1	Unit 2	Unit 3A	Unit 3B	Unit 3C	Unit 3D	Unit 4
Reading								
Anchor 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*	X	X	X	X	X	X	X
Anchor 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	X	X	X	X	X	X	X
Anchor 3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			X	X			
Anchor 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		X		X	X		X
Anchor 5	Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	X		X	X			X
Anchor 6	Assess how point of view or purpose shapes the content and style of a text.		X	X	X	X	X	X
Anchor 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	X		X			X	X
Anchor 8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		X	X	X		X	X
Anchor 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				X	X		

Anchor 10	Read and comprehend complex literary and informational texts independently and proficiently.	x	X	X	X	X	X	X
	ELA Anchor Standards	Unit 1	Unit 2	Unit 3A	Unit 3B	Unit 3C	Unit 3D	Unit 4
Writing								
Anchor 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			X	X			X
Anchor 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X		X	X	
Anchor 3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequence (<i>not a priority after Level B</i>).							
Anchor 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	X	X	X	X	X	X	X
Anchor 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	X	X	X	X	X	X	X
Anchor 6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	X				X	X	X
Anchor 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	X				X	X	
Anchor 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	X					X	

Anchor 9	Draw evidence from literary or informational texts to support analysis, reflection, and research	X	X	X	X	X	X	X
	ELA Anchor Standards	Unit 1	Unit 2	Unit 3A	Unit 3B	Unit 3C	Unit 3D	Unit 4
Speaking Listening								
Anchor 1	Prepare for and participate effectively on a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	X	X	X	X	X	X	X
Anchor 2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		X	X	X		X	X
Anchor 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		X					X
Anchor 4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.	X	X	X		X	X	X
Anchor 5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	X	X				X	X
Anchor 6	Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	X	X	X	X	X	X	X

	ELA Anchor Standards	Unit 1	Unit 2	Unit 3A	Unit 3B	Unit 3C	Unit 3D	Unit 4
Language								
Anchor 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X	X	X	X
Anchor 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X	X	X	X	X
Anchor 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			X		X		
Anchor 4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	X	X	X	X	X	X	X
Anchor 5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			X		X		X