

## Alignment of McDougal-Littell *Interactive Reader/Writer* Selections and Mainstream LA Curriculum Foci

**Note:** This overview is designed to help you efficiently use the *McDougal-Littell Interactive Reader Writer*, that we purchased for use with our ELLs, as it aligns with the current Language Arts Curriculum Guide. You may not be able to use all the units during one quarter. You may use more. Or, you may use just particular sections of a unit, as needed or as it fits into your ESL Language Arts class pacing. The mainstream Middle School Language Arts Curriculum Guide is always your backup regarding the McDougal-Littell materials. It is expected that you focus on the Essential Questions and Enduring Understandings along with the writing and grammar foci set up for each quarter with whatever selections you choose. Our ESL LA Curriculum documents should continue to be a guide for the appropriate ESL standards and GLE's for the language level of ESL students you are working with.

### Grade Six

#### Reading Selections: Interactive Reader/Writer

| Quarter | I R/W Reading Selection(s)  | I R/W Unit (& unit focus)  | Required Reading   | Mainstream Reading Focus       |
|---------|---|--|--------------------|--------------------------------|
| 1       | None (choose from main MSLA CG)   | NA   | [R] <i>Wringer</i> | Fiction                        |
| 2       | <ul style="list-style-type: none"> <li>▪ <i>Ghost of the Lagoon</i></li> <li>▪ <i>Aunty Misery</i></li> </ul> | Unit 2 ( <i>character &amp; POV</i> )<br>Unit 6 ( <i>myths, legends, tales</i> ) |                    | Historical Fiction<br>Poetry   |
| 3       | <ul style="list-style-type: none"> <li>▪ <i>The All American Slurp</i></li> </ul>                             | Unit 4 ( <i>mood, style &amp; tone</i> )   |                    | Character & POV                |
| 4       | <ul style="list-style-type: none"> <li>▪ <i>Nadia the Willful</i></li> </ul>                                  | Unit 3 ( <i>understanding theme</i> )  |                    | Biography and<br>Autobiography |

#### Writing Selections: Interactive Reader /Writer

| Quarter | Mainstream Writing Focus               | Related Interactive Reader/Writer Selections                                  |
|---------|--|---|
| 1       | Expository Essay (Describing a Person) | Unit 3: Identify Main Ideas and Details, Descriptive Essay (describe a place) |
| 2       | Compare/Contrast Essay                 | Unit 6: Recognize Classification Organization, Compare- Contrast essay        |
| 3       | Research Report                        | Unit 8A: Evaluate Sources, Explanatory Essay                                  |
| 4       | Persuasive Essay                       | Unit 8B: Compare Information, Persuasive Essay                                |

## Grade Seven

### Reading Selections: Interactive Reader/Writer

| Quarter | I R/W Reading Selection   | I R/W Unit (& unit focus)   | Required Reading                 | Mainstream Reading Focus              |
|---------|---|---|----------------------------------|---------------------------------------|
| 1       | <ul style="list-style-type: none"> <li>▪ <i>Rikki-tikki-tavi</i></li> <li>▪ <i>War of the Wall</i></li> <li>▪ <i>What do You Know About Sharks?</i></li> </ul>  | Unit 1 ( <i>plot, conflict, setting</i> )<br>Unit 3 ( <i>understanding theme</i> )<br>Unit 8A<br>( <i>information/argument/persuasion</i> )   | [R] <i>Two Old Women</i>         | Conflicts and clashes<br>Alaska Novel |
| 2       | <ul style="list-style-type: none"> <li>▪ <i>Dark They Were and Golden Eyed</i></li> <li>▪ <i>Remarks about the Dedication of the Aerospace Medical Health Center</i></li> <li>▪ <i>Anabell Lee</i></li> <li>▪ <i>The Earth is a Living Thing</i></li> <li>▪ <i>Sleeping in the Forest</i></li> <li>▪ <i>Gold</i></li> </ul> | Unit 4 ( <i>mood, tone and style</i> )<br><br>Unit 8B<br>( <i>information/argument/persuasion</i> )<br><br>Unit 5B ( <i>poetry – sound devices</i> )<br>Unit 5A ( <i>poetry–imagery, figurative language</i> )<br>‘ ‘ ‘ |                                  | Challenges and Change<br>Poetry       |
| 3       | <ul style="list-style-type: none"> <li>▪ <i>Prometheus</i></li> <li>▪ <i>Orpheus and Eurydice</i></li> </ul>  | Unit 6 ( <i>myths, legends, &amp; tales</i> )   | [R] <i>Adventures of Ulysses</i> | Greek and Roman<br>Mythology          |
| 4       | <ul style="list-style-type: none"> <li>▪ <i>Names/Nombres</i></li> </ul>  | Unit 7 ( <i>biography/autobiography</i> )   |                                  | Personal Narrative<br>Drama           |

### Writing Selections: Interactive Reader /Writer

| Quarter | Mainstream Writing Focus                      | Related Interactive Reader/Writer Selections   |
|---------|---|--|
| 1       | Expository Essay – Informative or Descriptive | Unit 8A: Use Text Features to Aid Comprehension, Expository Essay  |
| 2       | Expository Essay – Comparison/Contrast        | NA (choose from MSLA CG)   |
| 3       | Expository Essay – Research                   | Unit 5A: Evaluate Support, Expository Essay  |
| 4       | Personal Narrative                            | Unit 1: Identify Author’s Purpose, Opinion Essay<br>Unit 8B: Compare Treatment and Scope, Persuasive Essay |
|         | Poetry  | Unit 5A: Responding in Writing to Poetry and Test-Taker’s Toolkit - graphic organizer for poetry response  |

## Grade Eight

### Reading Selections: Interactive Reader/Writer

| Quarter | I R/W Reading Selection  | I R/W Unit (& unit focus)  | Required Reading  | Mainstream Reading Focus                    |
|---------|--|--|---|---|
| 1       | <ul style="list-style-type: none"> <li>▪ <i>The Old Grandfather and His Little Grandson</i></li> <li>▪ <i>The Wise Old Woman</i></li> <li>▪ <i>Educating Sons</i></li> <li>▪ <i>The First Americans</i></li> <li>▪ <i>Us and them</i></li> </ul> | Unit 4 ( <i>theme and symbol</i> )<br><br>Unit 9 ( <i>argument and persuasion</i> )<br>‘ ‘ ‘<br>‘ ‘ ‘<br><br>Unit 6 ( <i>style, voice and tone</i> ) | [R] <i>Touching Spirit Bear</i> (or other selections from Q1 choice list)<br>▲<br><b>[Book required only Q1 OR Q2 ]</b> ▼ | Elements of Fiction                         |
| 2       | <ul style="list-style-type: none"> <li>▪ <i>Mother to Son</i></li> <li>▪ <i>Speech to the Young....</i></li> </ul>   | Unit 5A ( <i>poetry: imagery, figurative language</i> )  | [R] <i>Animal Farm</i> (or other selections from Q2 choice list)  | Elements of Non-Fiction                     |
| 3       | <ul style="list-style-type: none"> <li>▪ <i>The Monkey’s Paw</i></li> </ul>  | Unit 3 ( <i>setting and mood</i> )   | [R] <i>An American Plague</i><br>[R] <i>Fever 1793</i>  | Required Novels                             |
| 4       | <ul style="list-style-type: none"> <li>▪ <i>Raymond’s Run</i></li> </ul>   | Unit 1 ( <i>plot and conflict</i> )  |   | Media Literacy<br>Reading for Understanding |

### Writing Selections: Interactive Reader /Writer

| Quarter | Mainstream Writing Focus                             | Related Interactive Reader/Writer Selections   |
|---------|--|--|
| 1       | Personal Narrative                                   | Unit 5A: Identify Main Ideas, Personal Narrative   |
| 2       | Descriptive Essay<br>Persuasive Business Letter      | Unit 5B: Interpret Information from Graphic Aids, Descriptive Essay<br>Unit 9: Synthesize, Persuasive Letter |
| 3       | Compare-Contrast Evidence Based Essay(s)<br>Speeches | Unit 2: Use Text Features, Compare-Contrast Essay  |
| 4       | Research Project                                     | NA (choose from MSLA CG)   |