



# K-12 English Language Arts Curriculum

**PHASE I • MAY 2011**

**PHASE II • MAY 2012**

**PHASE III • APRIL 2018 • ADDENDUM**

East Grand Rapids Public Schools  
2915 Hall Street SE • Grand Rapids MI 49506

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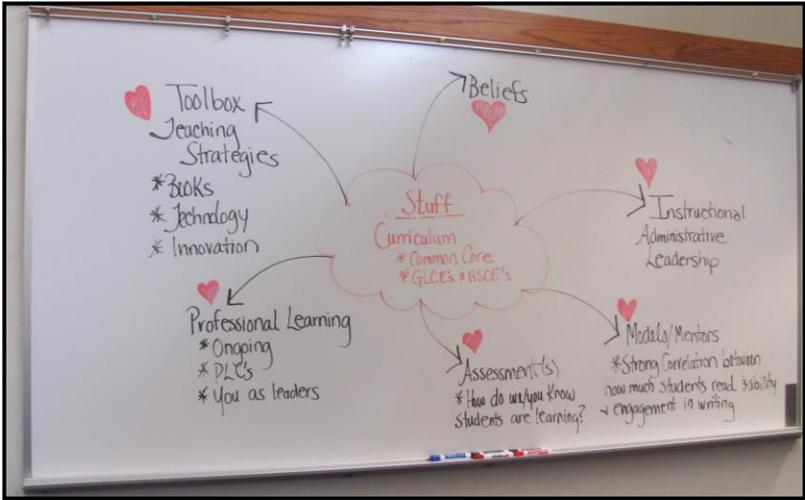
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 Lori Dood  
 Joanne Anderson

Kim Doele  
 Tara Carmichael  
 Joy Baranoski  
 Nancy Winden  
 Kathy Storey

**COMMITTEE MEMBERS**

# English Language Arts Committee Members 2010-2012



- Emily Jo Ziemba ..... Wealthy Y5/Kindergarten
- Tracy Wolford..... Lakeside Kindergarten
- Michelle Battle..... Lakeside 1st Grade
- Kim Doele..... Wealthy 1st Grade
- Lori Dood..... Breton 2nd Grade
- Scott Mitton ..... Lakeside 3rd Grade
- Joanne Anderson..... Breton 4th Grade
- Christy Gast ..... Breton 5th Grade
- Jackie Burdick..... Breton Reading Specialist
- Kathy Storey ..... Lakeside Reading Specialist
- Nancy Winden ..... Wealthy Reading Specialist
- Jill Smith ..... 6th Grade Language Arts
- Danielle Smith ..... 7th/8th Grade Language Arts
- Tia Carmichael..... 7th/8th Grade Language Arts
- Heather McKinney..... 9th Grade English
- Joy Baranoski..... HS English
- Jane Hazle ..... HS English
- Sara Edleman ..... HS AP English
- Carlye Wilk..... Elementary Special Education
- Beth Hill..... MS Special Education
- Caroline Breault Cannon..... Breton Downs Principal
- Linda Kehm ..... Lakeside Elementary Principal
- Heidi Sunderhaft ..... Wealthy Elementary Principal
- Jeanne Glowicki..... Assistant Superintendent of Instruction

# English Language Arts K-5 Team Members 2017-2018

Vicki Boersma .....Breton 2nd Grade  
Jenny Fee .....Assistant Superintendent of Instruction  
Christy Gast .....Breton 4th Grade  
Michelle Kirk.....Lakeside 1st Grade  
Scott Mitton .....Lakeside 3rd Grade  
Jane Siegel .....Wealthy Kindergarten

## Literacy Team Members 2017-2018

Carlye Allen ..... Wealthy Elementary Principal  
Emily Bishop ..... Wealthy Reading Specialist  
Jenny Fee .....Assistant Superintendent of Instruction  
Jeanne Glowicki..... Former Assistant Superintendent of Instruction  
Beth Hill.....Middle School Title I Teacher  
Katie McIntosh.....Lakeside 3rd Grade and Pilot Literacy Coach  
Susan Stearns .....Lakeside Reading Specialist  
Tracy Wolford.....Breton 2nd Grade

**As an elementary teaching staff,  
WE BELIEVE . . .**

- ▶ *children should be reading and writing every day at the level of their abilities.*
- ▶ *to be better readers, children need to WRITE;  
to be better writers, children need to READ.*
- ▶ *classroom teachers shall integrate all components of the Fountas & Pinnell Continuum, the Units of Study for Teaching Reading K-5, and the Units of Study in Opinion, Information, and Narrative Writing K-5.*
- ▶ *assessment should be driving the instruction in classroom.*
- ▶ *informal running records should be conducted at least once per month.*
- ▶ *students should be instructed in the most efficient handwriting grip.*
- ▶ *each classroom should have a 90-minute, uninterrupted writing and reading block.*

# Reading, Writing, Speaking, Listening

## ELEMENTARY

We are reconfirming that a “balanced literacy” approach is the instructional method of how we, as educators, best meet the needs of our K-5 learners. Our curriculum components within a balanced literacy approach will include:

- Guided Reading
- Interactive Read Aloud
- Shared Reading
- Writing About Reading
- Writing
- Oral, Visual, and Technological Communication
- Phonics, Spelling, and Word Study
- Independent Reading
- Strategy Groups



Along with our ELA Curriculum, we recommend that staff is provided with the Continuum of Literacy Learning, by Fountas & Pinnell, which clearly articulates the expectations of each grade-level. **We further recommend that staff is provided with the Units of Study for Teaching Reading K-5 and the Units of Study in Opinion, Information, and Narrative Writing K-5.** These resources support the curriculum and will enable our elementary schools to share a common language and belief in developing readers and writers.

### Literacy Culture for K-5 Recommendations

- Each classroom should strive for a 90-minute reading and writing block.
- We support the levels of reading and writing for our students to reach their full potential by thinking within the text, thinking beyond the text, and thinking about the text (*see page 10*). **To comply with Public Act 306 of 2016 (MCL380.1280f), Units of Study Reading K-5 and Units of Study in Opinion, Information, and Narrative Writing K-5 shall be implemented consistently and with fidelity at all grade levels. The consistency of the implementation of the evidence-based reading and writing programs is imperative to assist our students in reaching their full potential as readers and writers.**
- We believe writing is a process and support its alignment within the curriculum.
- The Continuum provides an integrated list of grammatical skills required at each level.
- Regarding spelling, we support the use of the Continuum in teaching the spelling patterns. We also encourage a systematic approach that supports word principles. Additionally, we advocate that the district use the list of high-frequency/utility words from this Curriculum document (*see pages 11-19*).
- **Consideration may be given to the K-2 Teachers College Phonics Program aligned to the Units of Study Reading.**
- It is the belief that Handwriting Without Tears is a developmentally appropriate Y5-5 program to be used on a daily basis.
- A developing Book Room (*see page 20*) of fiction and non-fiction texts will be readily available at each building for K-5 staff, and the upkeep/update of the rooms will be the responsibility of the building Book Room Committee.

- The first phase of the ELA Curriculum Committee will have an articulated curriculum coupled with a strong assessment component. All elementaries are using The Benchmark Assessments by Fountas & Pinnell. We support the validity of The Benchmark, and the data provided for each student is relevant to the student's instructional plan. **Consideration is being given to upgrading The Benchmark Assessment System over the next one to three years.**
- **All students in grades K-3 shall be assessed three times per year according to the district assessment calendar.**
- We recommend that students entering Grade 4 who are reading at or above an Independent Level R begin reading instruction with their teacher, recognizing that monthly, informal assessments are taking place. Students who are reading below an Independent Level R need to be assessed during the Fall Assessment Calendar. We also recommend that all students at the end of Grade 4 be assessed during the Spring Assessment Calendar.
- We recommend that students entering Grade 5 who are reading at or above an Independent Level U begin reading instruction with their teacher, recognizing that monthly, informal assessments are taking place. Students who are reading below an Independent Level U need to be assessed during the Fall Assessment Calendar. We also recommend that all students at the end of Grade 5 be assessed during the Spring Assessment Calendar.
- It shall be noted that the district is looking at norm-referenced, online assessments and we support this assessment component as well.
- Regarding monitoring student progress, we recommend that an informal running record be updated on a monthly basis for K-5 students.
- We agree that students' writing shall be legible and that they be able to write their names in cursive and read cursive when needed.

# 3<sup>rd</sup> Grade Reading Legislation

*(Public Act 306 of 2016, MCL 380.1280f)*

## **Evidence-based Reading Programs Implemented with Fidelity and Consistency**

- The Fountas & Pinnell Continuum of Literacy Learning along with the Units of Study Reading K-5 and Units of Study in Opinion, Information, and Narrative Writing K-5 are the recommended evidence-based reading and writing programs to be implemented with fidelity and consistency

## **Reading Assessment System**

- The Benchmark Assessments by Fountas & Pinnell shall be used to screen and diagnose difficulties, inform instruction and intervention needs, and assess progress
- Assessment shall address the five major reading components: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension
- All students in grades K-3 will be assessed three times per year
- The first of the assessments shall be conducted within the first 30 days after classes begin

## **Reading Growth Plans/Reading Intervention**

- Any student with a reading deficiency shall be provided an individualized Reading Growth Plan describing the reading intervention services the student would receive to remedy the reading deficit
- The Fountas & Pinnell Leveled Literacy Intervention (LLI) shall be a piece of the district's recommended reading intervention
- The student's parents/guardians shall be provided an individualized Read at Home Plan and/or tools to support reading at home
- The district shall document efforts by the school to engage parents/guardians as well as any dissenting opinions expressed by school personnel or parent/guardian concerning the individualized Reading Growth Plan
- Documentation for Reading Growth Plans can be found on the Staff Login page of the district's website and within this document

## **3<sup>rd</sup> Grade Retention**

- Beginning with the 2019-2020 school year a student who is one year or more behind in reading on the state assessment shall be retained in the 3<sup>rd</sup> grade
- Exemptions can be granted to a student to bypass retention, who either:
  - Is less than one year behind on the state assessment
  - Demonstrates grade-level proficiency on an alternative standardized assessment approved by the Superintendent of Public Instruction
  - Demonstrates grade-level proficiency in all grade 3 ELA standards through a portfolio of work
  - Demonstrates proficiency in all subject areas assessed on the grade 3 state assessment other than English language arts
  - Demonstrates proficiency in science and social studies as shown through a pupil portfolio and as determined by the teacher(s) who provided grade 3 instruction to the student in science or social studies
  - Was previously retained in kindergarten, grade 1, grade 2, or grade 3 and received two years of remediation
  - Has an IEP or 504 plan and the team determines an exemption is in the student's best interest
  - Has less than three years of instruction in English Language Learning programs
  - Has been enrolled less than two years in the current district and were not provided an appropriate Reading Growth Plan in the previous school
  - Has a parent/guardian who requests a good cause exemption "in the best interests of the student" to be approved by the superintendent

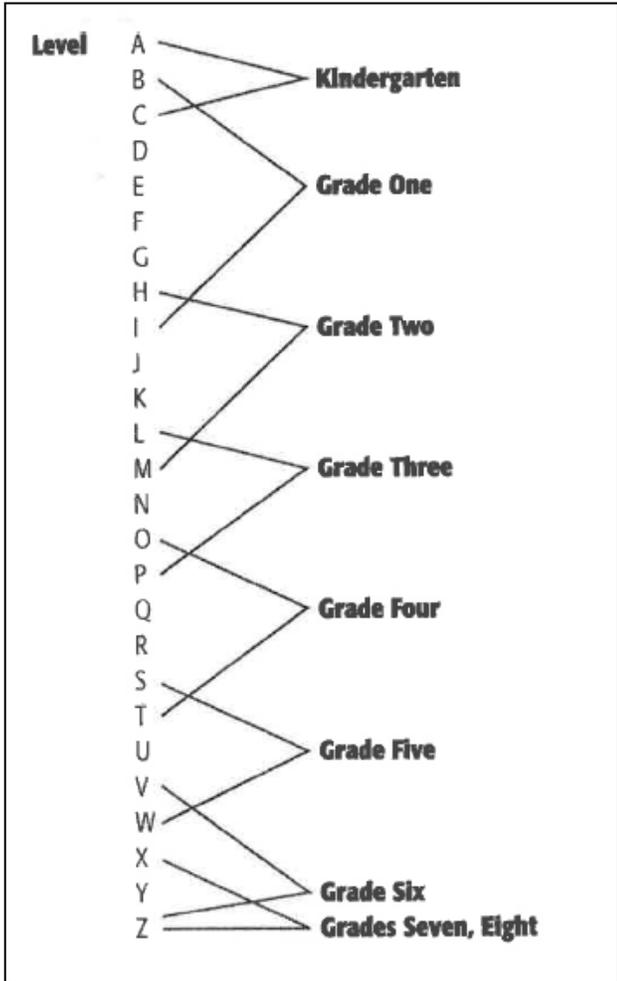
## **Required Professional Development/Training**

- The district shall target specific areas of professional development
- The district shall differentiate and intensify professional development for teachers
- The district shall utilize a literacy coaching model

## **Literacy Coaching Model**

- Defined:
  - A strategy for implementing a professional support system for teachers that includes research/theory, demonstration, practice, and feedback that is supportive and non-evaluative. Effective literacy coaching depends on building trusting relationships
- Qualifications:
  - Have experience as a successful classroom teacher
  - Have sufficient knowledge of scientifically-based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction, and data management skills
  - Have a strong knowledge base in working with adults
  - Have a minimum of a bachelor's degree and advanced coursework in reading or have completed professional development in evidence-based literacy instruction strategies
  - Shall not be assigned a regular classroom teaching assignment but shall be expected to work frequently with pupils in whole and small group instruction or tutoring in the context of modeling and coaching in or outside of teachers' classrooms.
- Responsibilities:
  - Model effective instructional strategies for teachers
  - Facilitate study groups
  - Train teachers in data analysis and using data to differentiate instruction
  - Coach and mentor colleagues
  - Work with teachers to ensure that evidence-based programs are implemented with fidelity
  - Train teachers to diagnose and address reading deficiency
  - Work with teachers in applying evidenced-based reading strategies
  - Help increase instruction density—integrating literacy instruction into science, social studies, and math
  - Help lead and support reading leadership teams
  - Increase knowledge base in best practices in reading and instruction and intervention
  - Model and coach whole and small group instruction with students, for each teacher in grades K-3

# Text Gradient ELEMENTARY



# Professional Learning Plan

## ELEMENTARY 2010-2011

6/2010	Leveled Literacy training for twelve staff members and four administrators	
	Trainer .....	\$2,500
	Materials .....	17,460
		3,884
	Staff professional development rate.....	4,464
9/2010	Half-day training on “What Guided Reading Is and What Guided Reading Isn’t” for all elementary staff	
	Trainer.....	1,294
9/2010	Assessment training for all elementary staff	
	Trainer.....	1,294
	Materials .....	8,153
11/2010	Administrative literacy training .....	2,500
1/2011	Literacy Training	
	Trainer.....	4,500
	Guest teachers .....	3,000
	Using shared reading with fiction	
2/2011	Feb PD workshops with literacy trainer.....	2,500
4/2011	Literacy training with Non-fiction & bldg	
	Literacy coaching using interactive writing with non-fiction (2 teachers per building).....	8,500
	Guest teachers .....	3,000
6/2011	Summer Learning.....	3,500
Total .....		\$66,549

# Professional Learning Plan

## ELEMENTARY 2011-2012

### PHASE II

The goal of the three elementary staffs for 2011-2012 is to apply the training we have had this year to our everyday instruction. It is our firm belief that the benchmark assessments and data, coupled with strong instructional practices, will guide the literacy development of our students.

During the 2011-2012 school year, we hope to have Lois Davila, nationally recognized expert and consultant, return to the district and continue building a strong coaching network among our teaching staff.

- Fall of 2011 Y5-5 staff work with consultant and on reading restructuring support (3 days)
- February 2012 Professional Learning Conference
- Spring 2012 Y5-5 staff work with consultant on reading (3 days)
- School Year Continue with second year of Leveled Literacy Pilot

### Professional Development Opportunities in Literacy Sponsored by Kent ISD

August 16-17.....Jan Chappuis .....Seven Strategies for Assessment of Learning

August 19 .....Jeff Anderson .....The Write Guy, Grammar Instruction  
Grades 2-6 Everyday Editing

September 17 .....Lester Laminack.....Explorations in Writing

November 29.....Miriam Trehearne .....Learning to Write and Loving it! Kindergarten

December 5 .....Troy Hicks .....The Digital Writing Workshop

March 12 .....Kelly Gallagher .....Readicide, How Schools Are Killing Reading and What You Can  
Do About It!

### Work of the Elementary ELA Implementation Team Phase II

- Support and align beliefs for writing and word work
- Develop a Y5 literacy curriculum
- Conduct a study of the elementary school day regarding schedules and protecting a 90-minute literacy block
- Ongoing professional learning per the English Language Arts Implementation Team
- Monitoring and recording dates of multiple assessment tools

# Professional Learning Plan

## ELEMENTARY

### PHASE III

#### Summer Learning Sessions June 2018

- Optional professional development opportunities
- Units of Study - Conferring – Taught by Writing Coaches
- Units of Study - Strategy Groups– Taught by Writing Coaches
- Nuts and Bolts of Readers and Writers Workshop – Taught by previous attendees of Teachers College Institutes

#### Teachers College Summer Reading and Writing Institutes

- Up to 8 attendees during the summer of 2018

#### August 2018 Professional Development Days

- Units of Study Reading Full Day Training – Required for all K-5 teachers – Taught by Staff Developers from Teachers College
- Units of Study Reading and Writing for the Middle School – Required – Taught by Staff Developers from Saline

#### Elementary Level District Provided Professional Development

- Literacy PD differentiated by level of experience or by topic

#### Elementary Staff Meetings

- Provide time for grade level Professional Learning Communities (PLC) around vision, strategies, and implementation

#### 10 Hours of District Provided Professional Development

- PLC groups related to literacy that meet on non-staff meeting Wednesdays

#### Elementary Planning Time

- Available and Optional: Teachers of a grade level at a building may choose to specifically dedicate some portion of their weekly planning time to literacy collaboration.

#### Professional Learning Provided by Literacy Coach

- Mini-labs, Mega-labs, Learning Walks, Video Reflections, Modeling, Coaching, and Toolkit Tuesdays
- Available and Optional: Staff are encouraged to leverage the 20 minutes per day/80 minutes per week time from the Spanish block to increase learning around reading and writing workshop. Suggested activities include observations, walkthroughs, and connecting with Literacy Coach.

# Resources

## ELEMENTARY 2011-2012

### PHASE II

**Recommended:**

• <i>The Continuum of Literacy Learning K-8 and/or The Continuum of Literacy Learning Pre-K-8</i>	(All Staff)	Purchased
• <i>When Readers Struggle</i>	(Building Reference)	\$36.04/ea
• <i>I Can Write Like That</i>	(Building Reference)	19.45/ea
• <i>Digital Tools for Teaching</i>	(Building Reference)	16.29/ea
• <i>Handwriting without Tears</i>	(Staff training)	250.00/ea
• <i>Handwriting without Tears (materials)</i>		
K Letters and Numbers for Me (student workbook)		7.50/ea
K Teacher's Guide		7.50/ea
1 <sup>st</sup> My Printing Book (student workbook)	(30+)	6.65/ea
1 <sup>st</sup> Teacher's Guide		7.50/ea
2 <sup>nd</sup> Printing Power (student workbook)	(30+)	6.65/ea
2 <sup>nd</sup> Teacher's Guide		7.50/ea
3 <sup>rd</sup> Cursive Handwriting (student workbook)	(30+)	6.65/ea
3 <sup>rd</sup> Teacher's Guide		7.50/ea
4 <sup>th</sup> Cursive Success (student workbook)	(30+)	6.65/ea
4 <sup>th</sup> Grade Teacher's Guide		7.50/ea
5 <sup>th</sup> Can-Do Cursive (student workbook)	(30+)	6.65/ea
5 <sup>th</sup> Can-Do Print (student workbook)	(30+)	6.65/ea
• <b>Quality Literature for Elementary Book Room</b>		
– EGR Foundation Grants (\$10,000 per building)		30,000.00
– PTA Support (\$5,000 per building)		15,000.00
• Word work (spelling) resource		\$
• Writing resource		\$

# THE 12 SYSTEMS OF STRATEGIC ACTION

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## Ways of Thinking

## Systems of Strategic Actions for Processing Written Texts

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### Thinking Within the Text

#### Solving Words

Using a range of strategies to take words apart and understand what words mean.

#### Monitoring and Correcting

Checking whether reading sounds right, looks right, and makes sense, and working to solve problems.

#### Searching for and Using Information

Searching for and using all kinds of information in a text.

#### Summarizing

Putting together and remembering important information and disregarding irrelevant information while reading

#### Maintaining Fluency

Integrating sources of information in a smoothly operating process that results in expressive, phrased reading.

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#### Adjusting

Reading in different ways as appropriate to the purpose for reading and type of text.

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#### Predicting

Using what is known to think about what will follow while reading continuous text.

#### Making Connections

- Personal
- World
- Text

Searching for and using connections to knowledge gained through personal experiences, learning about the world, and reading other texts.

#### Inferring

Going beyond the literal meaning of a text to think about what is not stated but is implied by the writer.

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#### Synthesizing

Putting together information from the text and from the reader's own background knowledge in order to create new understandings.

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#### Analyzing

Examining elements of a text to know more about how it is constructed and noticing aspects of the writer's craft

#### Critiquing

Evaluating a text based on the reader's personal, world, or text knowledge and thinking critically about the ideas in it.

### Thinking Beyond the Text

### Thinking About the Text



## FIRST GRADE

### High-Frequency Words

all	are	as	away	back	be	because	been	but
by	came	can	come	did	from	get	going	had
has	have	he	her	here	him	his	how	if
into	little	look	make	man	not	now	of	one
or	out	play	put	said	saw	she	that	they
this	two	up	us	very	was	went	what	who
will	with	your						

### Spelling Patterns

### Examples

-at	bat, rat, sat
-an	ran, can, tan
-ap	tap, nap, lap, snap
-ack	back, sack, tack, black
-it	bit, pit, sit, spit
-ig	big, dig, wig
-in	bin, pin, win, chin
-ick	lick, pick, tick, stick
-ot	not, pot, rot, plot
-op	hop, top, mop, stop
-ob	mob, rob, sob, glob
-ock	dock, sock, rock, shock
-ut	but, cut, nut
-ug	bug, mug, tug, slug
-un	bun, sun, run
-uck	duck, luck, tuck, cluck
-et	get, net, wet
-ed	fed, bed, sled (only "ed")
-en	den, pen, ten
-ell	bell, fell, well
Short "a" pattern	bad, hat, glad, mad
Short "i" pattern	win, lip, kid, ship
Short "o" pattern	mom, fox, chop, shop
Short "u" pattern	bus, truck, must, cut
Short "e" pattern	web, tell, less, shell
Long "a" pattern (a_e)	make, page, race, name, shake
Long "a" (ay)	play, tray, clay, stay

Long "i" pattern (a_e)	nice, drive, mine, dime, wise
Long "i" (y)	dry, cry, sky, shy, spy
Long "o" pattern (o_e)	bone, nose, code, spoke
Long "o" pattern (ow)	low, snow, grow, flow
Long "o" pattern (ow)	cow, plow, brown, town
Short "oo" pattern (oo)	hook, took, good, stood
Long "oo" pattern (oo)	moon, spoon, tooth, broom
Long "ee" pattern (ee)	deep, feel, green, seed

## SECOND GRADE

### High-Frequency Words

able	almost	any	anything	ask	bad	ball	because	begin
behind	between	books	both	boy	bus	can't	car	catch
dad	dark	deep	dog	door	down	each	eat	end
even	every	fast	father	feel	find	first	fish	five
food	four	friend	fun	funny	game	gave	girl	give
goes	good	got	great	grew	grow	happy	help	hide
hill	home	house	inside	jump	just	last	let	light
live	love	much	must	name	night	our	outside	paper
part	party	pick	place	rain	read	right	room	same
say	school	second	seen	sky	sleep	snow	something	start
stay	stop	story	street	take	teach	than	things	time
today	together	too	top	try	under	until	use	wait
walk	wall	want	watch	way	week	why	winter	work
world	worn	year	yes					

### Spelling Patterns

### Examples

short (a) pattern	bad, ask, cat, dad
short (e) pattern	even, help, let, second, tell, yes
short (o) pattern	got, stop, top
short (i) pattern	fish, give, hill, inside, things, until
short (u) pattern	bus, fun, funny, much, under
long (a) pattern	able, game, name, place, same, say, stay, take
long (e) pattern	because, begin, behind, between, deep, each, eat, feel, read, seen, sleep, street, teach, week
long (o) pattern	almost, boy, goes, grow, home, snow
long (i) pattern	behind, find, hide, inside, light, night
long (u) pattern	use
vowel combo ai	rain, wait
vowel combo ay	say, stay, today, way
vowel combo ee	between, deep, feel, seen, sleep, street, week
vowel combo ea	eat, great, read, teach, year
vowel combo ow	down, grow, snow
vowel sounds with r letters that represent no sound	work, world dark, four, our, party, story
compound words	because, light, right
	anything, behind, inside, outside, something, today

synonyms/antonyms	inside, outside, begin, end, boy, girl, dark, light
homographs/homophones	live, read, too
vowel sounds with open syllables (CV: ho-tel)	begin, behind, between, father, paper
vowel sounds with closed syllables (CVC: lem-on)	winter, until, under
phonogram pattern VC	almost, any, anything, ask, end, even, every, inside, under, until, use
phonogram pattern CVC	bad, ball, car, dog, fun
phonogram pattern CVCe	game, gave, give, hide, home, inside, live, name, place, take, time
phonogram pattern VCC	funny, happy, hill, ball, wall
phonogram pattern VVC	because, books, door, food, four, friend, good, house, school
phonogram pattern VVCC	books, friend, house, outside
phonogram pattern VVCe	house, because
phonogram pattern VCCC	watch, things, catch
phonogram pattern VVCCC	

# THIRD GRADE

## High-Frequency Words

above	add	again	along	across	become	began	being	below
best	both	brother	carry	change	children	city	close	country
cut	didn't	does	don't	done	during	earth	enough	example
eyes	face	family	far	feet	few	gone	grade	group
hard	head	hear	high	I'll	idea	important	it's	keep
knew	know	late	leave	left	life	list	might	mile
miss	mountains	near	never	new	next	night	often	once
open	own	plan	plant	real	river	sea	seem	should
side	sometimes	song	soon	space	state	talk	their	third
those	thought	through	took	tree	upon	view	while	white
without	worn	write	wrong	wrote	you're	young		

## Spelling Patterns

## Examples

VC	its, few, cut
CVC	next, best, plant, worn
CVCe	late, side, white
VCC	add, sea
V VC	again, country, group, head
VCCC	night, might, thought
V VCCC	thought, brought, taught
Vowels + r	far, car, carry
-oy	boy, toy, deploy
-ow	below, crow
letters that represent no sound	knew, know, might, night, eyes
Constant letters can represent different sounds	enough, high, machine, choir, yacht
Letter clusters	final k by c, k, ck - carry, talk, back
Recognize and use vowel sounds in open syllable	below, enough
Recognize and use vowel sounds in closed syllable	country, children
Long and short vowel	best, being, add, far
Vowel sounds with r	far, never, important, their
Compound Words	become, below, without, sometimes
Synonyms and Antonyms	Synonyms-begin/start Antonyms-little/big
Homographs and homophones	ad/add, you're/your, write/right, see/sea, bat/bat, state/state

## FOURTH GRADE

### High-Frequency Words

against	area	became	better	birds	body	certain	cold	color
complete	contain	correct	course	covered	cried	decided	draw	during
early	easy	English	ever	fact	fall	farm	feel	field
figure	finally	fire	fly	friends	front	gave	ground	half
happened	heard	himself	hold	horse	hours	however	hundred	inches
king	knew	listen	low	mark	measure	minutes	money	morning
music	north	notice	numeral	order	passed	pattern	person	piece
problem	products	pulled	questions	quickly	reached	remember	road	seen
several	short	shown	since	sing	slowly	south	stand	stars
strong	street	sure	table	told	toward	town	travel	true
unit	usually	verb	voice	vowel	wait	war	waves	whole
wind	wood							

### Spelling Patterns

### Examples

Double Consonants

-y Syllable Pattern

re- Syllable Pattern

-ble Syllable Pattern

-l Syllable Pattern

-ile Syllable Pattern

-it Syllable Pattern

-le Syllable Pattern

-age Syllable Pattern

-ang Syllable Pattern

-oy

-ow

Vowel + r

VC

CVC

CVCe

VCC

VVC

VVCC

VVCe

coffee, address, success

Change y to i (puppies), Add s (valleys), Suffix (happiness), No change (studying)

reappear, rewrite, regroup

syllable, capable, combustible

fatal, numeral, gerbil, chapel

fragile, hostile, mobile

credit, audit, habit

freckle, ankle, bubble,

bandage, garbage, damage

sprang, boomerang, angelic

annoy, royal, destroy

below, rainbow, overflow

alarm, forest, earthworm, berry

low, chat

next, plant, fact, half

became, gave

cold, fact, fall, farm

feel, seen, wood

field, friend, ground

piece

VCCC	tacks, facts, chats
VVCCC	thought, brought, taught
compound words	became
synonyms and antonyms	close/shut, fix/mend, earth/world & all/none, little/big
homographs and homophones	bat/bat, well/well, wind/wind well/well, wind/wind & to/too/two, here/hear

## FIFTH GRADE

### High-Frequency Words

among	base	believe	blue	bring	brought	building	built	cannot
carefully	cause	center	check	circle	class	clear	command	dance
dark	deep	developed	difference	direction	distance	divided	drop	dry
eggs	energy	equation	exercise	explain	farmers	felt	filled	fine
force	forest	full	game	general	government	green	heart	heat
heavy	hot	include	inside	island	known	language	less	machine
material	matter	members	mind	moon region	note	nothing	noun	object
ocean	paint	pair	perhaps	picked	plane	power	probably	produce
ready	rest	return	round	rule	scientists	shape	simple cells	site
size	special	square	stood	subject	suddenly	sum	summer	surface
syllables	system	test	thought	thousands	train	understand	wall	warm
wheels	window	wish						

### Spelling Patterns

### Examples

Notice and use frequently appearing long vowel patterns that appear in multisyllable words

-e (beginning), -ee (agree), -ea (reason),  
ide (decide), -ire (entirely),  
-ise (revise), -ive (survive), -ize (realize),  
-ade (lemonade), -aid (braided),  
-ail (railroad), -ale (female),  
-ain (painter), -ate (crater),  
-ope (antelope), -one (telephone),  
-oke (spoken), -u (tutor),  
-ture (mixture, capture, feature)

Notice and use other vowel patterns that appear in multisyllable words

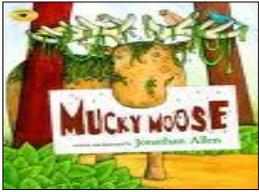
al- (always), au- (author), aw- (awfully),  
-ea (weather), -i (sillier), -ice (police),  
-tion (attention), -sion (tension), -y (reply),  
-oi (noisy), -oy (enjoy), -ou (about),  
-ow (power), -oo (booster), -ove (remove),  
-u (tuna), -ook (looking), -oot (football),  
-ood (woodpile), -ul (grateful)

Understand that some words have double consonants in the pattern

command, cannot, suddenly, summer

# Building an Elementary Book Room

## WHAT IS A BOOK ROOM?



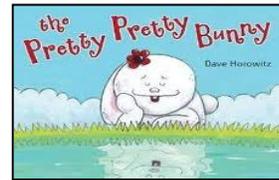
A central location that provides a collection of trade books leveled A-Z as essential resources for reading instruction. This includes guided and shared readings, literature circles, professional materials, and books for supporting writing lessons.

A book room is important for the individualized reading instruction we provide our students.

A book room supports the Fountas & Pinnell Benchmark Assessment System.

## HOW IS READING TAUGHT?

- o Interactive Read Aloud (whole group instruction)
- o Shared Reading (whole group instruction)
- o Guided Reading Groups (small group instruction)
  - ▶ Based on reading records and the Fountas & Pinnell Benchmark Assessment System.
  - ▶ The teacher brings together a group of readers who have similar instructional goals and uses trade books based on the student's interest and instructional level.
  - ▶ The teacher utilizes the Fountas & Pinnell The Continuum of Literacy Learning to foster a balanced literacy approach.



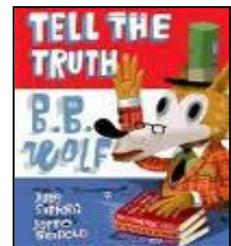
## WHAT DOES A GUIDED READING GROUP LOOK LIKE?



- o Teacher planning sheet, notes
- o Group of 3-6 students at a table with a teacher
- o Everyone has their own book
- o Easel/whiteboards, magnetic letters
- o Reader response notebooks (may use for follow-up/extensions, word work, etc.)

## GUIDED READING-LESSON STRUCTURE

- o Introduction to the Text
- o Reading the Text
- o Discussing the Meaning/Vocabulary Development
- o Teaching for Processing Strategies
- o Word Work/Word Principles
- o Extending the Meaning
- o Interactive Writing



## CLARIFYING QUESTIONS

- o What is the difference between a book room and a library?  
A book room houses strategic, instructional level materials to guide reading instruction inside the classroom, as well as materials for literature circle. A library provides students the opportunity to explore literacy.
- o How will the three elementary buildings spend their EGR Foundation Grant money?  
All three elementary schools will be purchasing identical fiction and non-fiction materials leveled A-Z with supplemental lesson designs.
- o How will the three buildings spend their PTA Book Room money?  
Based on building committee recommendations, all three elementary schools will spend their money to augment gaps in their book room materials.

# Phase II

## Elementary Accomplishments

### Agreement and Proposal for Recommendation

#### A. What A Writing Block Looks Like

- Explicit, intentional mini-lesson to teach skills and strategies
- Examples/modeling
- Guided practice
- Independent writing time-authentic, real writing, not just a response to reading/journaling, conferring, one to one, with partners, in small groups
- Revising and editing, ongoing as students write
- Sharing student work as “mini-mentor texts”

#### Approved Teacher Toolbox to Meet Literacy Requirements:

- The Continuum of Literacy Learning K-8 (Fountas and Pinnell),
- A complete Curricular Plan for the Writing Workshop (Calkins, et al. from the Reading Writing Project),
- Units of Study for Teaching Writing (K-2 and 3-5) (Calkins, leveled Book Room, and Handwriting without Tears materials.

[Link to Units of Study and the Common Core Standards, by Grade Level](#)

#### Professional Learning Opportunities Proposed

- Summer 2012: Possible Summer Learning session that supports writing curriculum
- September 2012: PD days prior to school starting to support writing curriculum

#### B. What Spelling Looks Like

- Explicit, intentional mini-lessons to teach word principles
- Support visual nature of spelling, word walls, word list, and charts
- Use multi-sensory learning approaches
- Reading, reading, and more reading
- Meaningful practice, authentic application of phonetic principle
- Word meaning, vocabulary, including the three tiers of vocabulary

#### Approved Teacher Toolbox to Meet Spelling Requirements

- The Continuum of Literacy Learning K-8 (Fountas & Pinnell)
- Teacher coordination and organization from Summer Learning 2012

### Elementary Future Consideration

- Development and support for a writing coach for K-2 and 3-5.

# Phase II

## Elementary Budget

**Recommended Resources for Elementary**

Lucy Calkins Units of Study for K-2	\$179.00 x 9	\$1611.00	
Lucy Calkins Units of Study for 3-5	\$179.00 x 9	<u>1611.00</u>	
<b>TOTAL</b>			<b>\$3222.00</b>

# Elementary Curriculum

## READING STANDARDS FOR LITERATURE KINDERGARTEN

Common Core	Fountas & Pinnell Levels A-C	Reference Pg(s) *K-8 Continuum
<b>Key Ideas &amp; Details</b>		
1. With prompting and support, ask and answer questions about key details in a text.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>● Remember and use details when discussing a story after reading</li> </ul>	241
2. With prompting and support, retell familiar stories, including key details.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>● Tell a summary of the text after reading</li> </ul>	21
3. With prompting and support, identify characters, settings, and major events in a story.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>● Talk about characters, problems, and events in a story</li> <li>● Thinking beyond the Text</li> <li>● Infer characters intentions and feelings</li> </ul>	21, 53
<b>Craft &amp; Structure</b>		
4. Ask and answer questions about unknown words in a text.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>● Understand the meaning of the words during reading</li> <li>● Acquire understanding of new words from context</li> <li>● Acquire new vocabulary from listening and use in discussion</li> </ul>	21
5. Recognize common types of texts (e.g., storybooks, poems).	<i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>● Notice how texts are different from each other</li> </ul>	21
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>● Understand that an author wrote the book</li> <li>● Understand that an artist illustrated the book</li> </ul>	21
<b>Integration of Knowledge &amp; Ideas</b>		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>● Notice information in pictures</li> <li>● <i>Thinking beyond the Text</i></li> <li>● Use details from illustrations to support points made in discussion</li> </ul>	53
8. (Not applicable to literature)		
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>● Compare different versions of the same story, rhyme, or traditional tale</li> </ul> <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> <li>● Make connections between texts that they have read or heard before</li> <li>● Identify recurring characters when applicable</li> </ul>	53, 239
<b>Range of Reading and Level of Text Complexity</b>		
10. Actively engage in group reading activities with purpose and understanding.	Shared Reading and Interactive Read-Aloud  <i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>● Have some favorite writers or illustrators</li> <li>● Compare different versions of the same story, rhyme, or traditional tale</li> </ul> <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> <li>● Make connections between texts and their own life experiences</li> <li>● Make connections between new texts and those heard before</li> </ul> <i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>● Check information in the text against own experiences</li> </ul>	21, 53  21, 53  21

<i>Thinking Within the Text</i>	21, 238
• Notice and ask questions when meaning is interrupted	
• Search for and use information in pictures	
• Reread to search for and use information	
<i>Thinking About the Text</i>	21
• Notice and understand texts that are based on established sequences such as numbers, days of the week, seasons	

## READING STANDARDS FOR INFORMATIONAL TEXT KINDERGARTEN

Common Core	Fountas & Pinnell Levels	Reference Pg(s) *K-8 Continuum
<b>Key Ideas</b>		
1. With prompting and support, ask and answer questions about key details in a text.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>Talk about characters, problems, and events in a story</li> </ul> <i>Thinking Beyond the Text</i>	21
2. With prompting and support, identify the main topic and retell key details of a text.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>Give reasons to support thinking</li> <li>Follow the events of a plot and remember them after reading</li> <li>Pick up important information and remember to use it in discussion</li> <li>Tell a summary of the text after reading</li> <li>Talk about characters, problems, and events in a story</li> </ul>	21
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>Check information in the text against own experiences</li> </ul>	21
<b>Craft and Structure</b>		
4. With prompting and support, ask and answer questions about unknown words in a text.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>Understand the meaning of the words during reading</li> <li>Acquire understanding of new words from context</li> <li>Acquire new vocabulary from listening and use in discussion</li> </ul>	21
5. Identify the front cover, back cover, and title page of a book.	<i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, picture book, character, problem, events</li> </ul>	21
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>Understand that an author wrote the book</li> <li>Understand that an artist illustrated the book</li> </ul>	21
<b>Integration of Knowledge and Ideas</b>		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>Notice and derive information from pictures</li> </ul> <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> <li>Interpret illustrations</li> <li>Use details in illustrations to support points made in discussion</li> </ul>	21
8. With prompting and support, identify the reasons an author gives to support points in a text.		21, 53
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>Notice how texts are different from each other (such as fiction versus nonfiction)</li> <li>Notice and understand texts that are based on established sequences such as numbers, days of the week, seasons</li> <li>Compare different versions of the same story, rhyme, or traditional tale</li> </ul>	21
<b>Range of Reading and Level of Text Complexity</b>		
10. Actively engage in group reading activities with purpose and understanding.	Shared Reading and Interactive Read-Aloud	21, 53

## READING STANDARDS FOR FOUNDATIONAL SKILLS KINDERGARTEN

Common Core Print Concepts	Fountas & Pinnell Levels	
<p><b>R.□ .□ .□</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>• Follow words from left to right, top to bottom, and page by page.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• Understand that words are separated by spaces in print.</li> <li>• Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul> <p style="text-align: center;"><b>Phonological Awareness</b></p> <p><b>R.□ .□ .□</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• Recognize and produce rhyming words.</li> <li>• Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/.)</li> <li>• Add or substitute sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p style="text-align: center;"><b>Phonics and Word Recognition</b></p> <p><b>R.□ .□ .□</b> Know and apply grade level phonics and word analysis skills in decoding words</p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</li> <li>• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels</li> <li>• Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <p style="text-align: center;"><b>Fluency</b></p> <p>11. Read emergent-reader texts with purpose and understanding.</p>	<p>Phonics, Spelling, and Word Study Section</p> <p>Phonics, Spelling, and Word Study Section</p> <p>Phonics, Spelling, and Word Study Section</p> <p>Shared and Performance Reading Guided Reading</p>	<p>204-5</p> <p>204-5</p> <p>204-5</p> <p>52-3</p>
	<ul style="list-style-type: none"> <li>• Thinking Within the Text</li> <li>• Thinking Within the Text</li> </ul>	

## WRITING STANDARDS KINDERGARTEN

**Reference  
Pg(s)K-8  
Continuum**

### Common Core

### Fountas & Pinnell Levels

#### Text Types and Purposes

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W. W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

#### Production and Distribution of Writing

W.K.4. (Begins in grade 3)

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### Research to Build and Present Knowledge

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Writing About Reading

*Thinking Beyond the Text*

- Express opinions about stories or poems
- Express opinions about characters or about their feelings or motives

*Thinking About the text*

- Express opinions about facts or information learned

#### Writing

*Informational: Writing in the Genre*

- Write books or short pieces that are enjoyable to read and at the same time give information to readers about a topic

*Craft: Organization: Text Structure*

- Include facts and details in informational writing

#### Writing

*Narrative: Writing in the Genre*

- Think of topics, events, or experiences from own life that interesting to write about
- Tell events in order that they occurred in personal narratives

#### Writing

*Poetic: Understanding the Genre*

- Understand that a writer can use familiar poems as mentor texts
- Understand the way print and space work in poems and use this knowledge when writing poems

#### Writing

*Drafting/Revising: Understanding the Process*

- Understand that writers can change writing in response to peer or teacher feedback

*Drafting/Revising: Adding Information*

- Add words, phrases, or sentences to make the writing more interesting

#### Writing

*Writing Process: Rehearsing/Planning: Gathering Seeds/Resources/Experimenting with Writing:*

- Make lists or ideas for writing
- Writing Process: Drafting/Revising: Producing a Draft:*
- Use words and drawings to compose a draft

#### Writing

*Writing Process: Rehearsing/Planning: Oral Language*

- Look for ideas and topics in personal experiences, shared through talk

*Writing Process: Rehearsing/Planning: Gathering Seeds, Resources Experimenting with Writing:*

- Understand that writers gather information for their writing

74-5

110-5

110-5

110-5

W.K.9. (Begins in grade 4)

**Range of Writing**

W.K.10. (Begins in grade 3)

**Writing**

*Craft: Voice*

- Write with a unique perspective

110-5

# LANGUAGE STANDARDS KINDERGARTEN

Common Core	Fountas & Pinnell Levels A-C	Reference Pg(s) K-8 Continuum
<p style="text-align: center;"><b>Conventions of Standard English</b></p>		
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Print many upper- and lowercase letters.</li> <li>• Use frequently occurring nouns and verbs.</li> <li>• Form regular plural nouns orally by adding s /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>• Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>• Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>• Produce and expand complete sentences in shared language activities.</li> </ul>	<p><b>Writing</b></p> <p><b>Handwriting/Word Processing</b></p> <ul style="list-style-type: none"> <li>• Leave appropriate space between words</li> <li>• Write left to right in lines</li> <li>• Write letters and words that can be easily read</li> <li>• Form upper- and lowercase letters efficiently in manuscript print</li> <li>• Form upper- and lowercase letters proportionately in manuscript print</li> </ul>	110-5
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>• Recognize and name end punctuation.</li> <li>• Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<p><b>Phonics, Spelling, and Word Study</b></p> <p>Write a core of twenty to twenty five high frequency words (a, am, on, and, at, can, come, do, go, he, I, in, is, it, like, me, my, no, see, so, the, to, up, we, you)</p> <p><b>Writing</b></p> <p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the use of upper- and lowercase letters of</li> <li>• the alphabet</li> <li>• Use capital letters in the beginning position in a few familiar, known</li> <li>• proper nouns</li> <li>• Use a capital letter for the first word of a sentence</li> <li>• Capitalize /</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Notice the use of punctuation marks in books and try them out in own writing</li> <li>• Use periods, exclamation points, and question marks as ending marks</li> <li>• Read one's writing aloud and think where punctuation would go</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Construct phonetic spellings that are readable</li> <li>• Say words slowly to hear a sound and write a letter that represents it</li> <li>• Write some words with consonant letters appropriate for sounds in words (beginning and ending)</li> </ul>	204-5
<p style="text-align: center;"><b>Knowledge of Language</b></p>		
<p>L.K.3. (Begins in grade 2)</p> <p style="text-align: center;"><b>Vocabulary Acquisition and Use</b></p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li>• Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</li> <li>• Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-</i>,</li> </ul>	<p><b>Shared and Performance Reading</b></p> <p><b>Thinking within the Text</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of words during reading.</li> </ul> <p><b>Interactive Read Aloud</b></p> <p><b>Thinking within the Text</b></p> <ul style="list-style-type: none"> <li>• Acquire new vocabulary from listening and use in discussion.</li> </ul>	21, 53

*un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## SPEAKING AND LISTENING STANDARDS KINDERGARTEN

**Reference  
Pg(s) K-8  
Continuum**

### Common Core

### Fountas & Pinnell Levels

#### Comprehension and Collaboration

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### Oral, Visual, and Technological Communication

##### Listening and Speaking

- Listen with attention and understanding to oral reading of stories, poems, and information texts
- Follow the topic and add to the discussion
- Build on the statements of others
- Form clear questions to gain information.

#### Oral, Visual, and Technological Communication

##### Listening and Speaking

- Express and reflect on feelings of self and others
- Report interesting information from background experience or reading

##### Presentation

- Speak about a topic with enthusiasm
- Use props or illustrations to extend the meaning of a simple, familiar topic

180-1

180-1

## READING STANDARDS FOR LITERATURE GRADE 1

Common Core	Fountas & Pinnell Levels	Reference Pg(s) K-8 Continuum
<b>Key Ideas and Details</b>		
1. Ask and answer questions about key details in a text.	Interactive Read Aloud & Literature Discussion Thinking Within the Text, Beyond the Text and About the Text	23
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
3. Describe characters, settings, and major events in a story, using key details.		
<b>Craft and Structure</b>		
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Selecting Texts	22
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
6. Identify who is telling the story at various points in a text.		
<b>Integration and Knowledge and Ideas</b>		
7. Use illustrations and details in a story to describe its characters, setting, or events.	Writing About Reading: Selecting Genres/Forms  Functional Writing Narrative Writing Informational Writing	76
	Thinking Within the Text, Thinking Beyond the Text Thinking About the Text	77
8. (Not applicable to literature)		
9. Compare and contrast the adventures and experiences of characters in stories.		
<b>Range of Reading and Level of Text Complexity</b>		
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Guided Reading  Each child achieves the following at their current reading level: <ul style="list-style-type: none"> <li>• Solving words</li> <li>• Monitoring and Correcting</li> <li>• Searching and Using information</li> </ul>	Text Level A: 234 Text Level B: 236 Text Level C: 240 Text Level D: 242 Text Level E: 246 Text Level F: 250 Text Level G: 254 Text Level H: 258 Text Level I: 262

# READING STANDARDS FOR INFORMATIONAL TEXT GRADE 1

Common Core	Fountas & Pinnell Levels	Reference Pg(s) *K-8 Continuum
<b>Key Ideas and Details</b>		
1. Ask and answer questions about key details in a text	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Pick up important information and remember it to use in discussion</li> <li>• Tell a summary of the text after reading</li> <li>• Recognize characters and report important details after reading</li> <li>• Provide specific examples and evidence from the text to support thinking</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Use evidence from the text to support predictions (I think...because...)</li> <li>• Discuss specific examples from the text to support or justify the ideas they are expressing</li> </ul>	23
2. Identify the main topic and retell key details of a text.	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Tell a summary of the text after reading</li> <li>• Demonstrate understanding of sequence when summarizing a text</li> <li>• After reading, provide an oral summary with appropriate details in sequence</li> </ul>	23, 260
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Make connections between the text and other texts that have been read or heard</li> <li>• Recognize and apply attributes of recurring characters where relevant</li> </ul>	261
<b>Craft and Structure</b>		
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Notice and ask questions when meaning is lost or understanding is interrupted</li> <li>• Use multiple sources of information to monitor and self-correct</li> <li>• Realize when more information is needed to understand a text</li> </ul>	23, 260
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<p><i>Thinking within the Text</i></p> <ul style="list-style-type: none"> <li>• Use some simple graphics, labeled pictures, that add information to the text</li> <li>• Use a table of contents to locate information in a text</li> </ul> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> <li>• Notice and discuss how writers or illustrators use layout and print features for emphasis</li> </ul>	260-1
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Notice and derive information from pictures</li> <li>• Use details from illustrations to support points made in discussion</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Use evidence from the text to support predictions</li> </ul>	23
<b>Integration of Knowledge and Ideas</b>		
7. Use the illustrations and details in a text to describe its key ideas.	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> <li>• Notice and derive information from pictures</li> <li>• Use details from illustrations to support points made in discussion</li> </ul> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> <li>• Discuss specific examples from the text to support or justify the ideas they are expressing</li> </ul>	23

- |  |  |        |
|--|--|--------|
| 8. Identify the reasons an author gives to support points in a text.   |  | 23, 55 |
| 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> <li>• Make connections between familiar texts and discuss similarities and differences</li> </ul> <i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>• Notice similarities and differences among texts that are by the same author or are on the same topic</li> </ul> | 23     |

**Range of Reading and Level of Text Complexity**

- |  |   |       |
|--|---|-------|
| 10. With prompting and support, read informational texts appropriately complex for grade | <i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>• Use some simple graphics, labeled pictures, that add information to the text</li> <li>• Use a table of contents to locate information in a text</li> <li>• Notice, search for, remember, and discuss information that is important to understanding</li> </ul> <i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>• Differentiate between informational and fictions texts</li> </ul> | 260-1 |
|--|---|-------|

## READING STANDARDS FOR FOUNDATIONAL SKILLS GRADE 1

Common Core	Fountas & Pinnell Levels	Reference Pg(s) *K-8 Continuum
<b>Print Concepts</b>		
1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ol>	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>• Track print left to right and top to bottom with the assistance of the teacher's pointer either point to words, sliding under words, or pointing to the beginning of a line</li> <li>• Recognize and use simple punctuation</li> <li>• Notice and use spaces to define word boundaries</li> </ul>	55
<b>Phonological Awareness</b>		
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol>	<ul style="list-style-type: none"> <li>• Segment words into phonemes</li> <li>• Hear and identify long and short vowel sounds in words and the letters that represent them</li> <li>• Blend two to four phonemes in words</li> <li>• Hear and say beginning phonemes in words and ending</li> </ul>	206-7, 264
<b>Phonics and Word Recognition</b>		
3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ol>	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>• Use letter-sound relationships in sequence to solve new words</li> <li>• Use consonant and vowel sound-letter relationships to solve words</li> <li>• Make connections between words by letters, sounds, or spelling patterns</li> <li>• Demonstrate knowledge of flexible ways to solve words</li> </ul>	206-7, 264
<b>Fluency</b>		
4. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>• Demonstrate phrased, fluent oral reading</li> <li>• Read dialogue with phrasing and expression that reflects understanding of characters and events</li> <li>• Demonstrate appropriate stress on words to reflect the meaning</li> <li>• Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing</li> </ul>	264, 55

## WRITING STANDARDS GRADE 1

Common Core	Fountas & Pinnell Levels	Reference Pg(s) *K-8 Continuum
<b>Text Types &amp; Purposes</b>		
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> <li>List or write sentences and opinions about new information learned from a text</li> </ul> <i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>Express opinions about a story or poem</li> <li>Notice the way a text is organized and sometimes apply organization to writing</li> </ul> <i>Organization</i> <ul style="list-style-type: none"> <li>Use a variety of beginnings to engage the reader</li> <li>Use endings that are interesting, leave the reader satisfied, or get the reader to think more about a story or topic</li> </ul>	77, 116-121
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<i>Organization</i> <ul style="list-style-type: none"> <li>Include facts and details in informational writing</li> <li>Put together the related details on a topic in a text</li> <li>Use endings that are interesting, leave the reader satisfied, or get the reader to think more about a story or topic</li> </ul>	116-121
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<i>Organization</i> <ul style="list-style-type: none"> <li>Put the facts or information in order</li> <li>Use endings that are interesting, leave the reader satisfied, or get the reader to think more about a story or topic</li> </ul>	116-121
<b>Production and Distribution of Writing</b>		
4. (Begins in grade 3)	<i>Rehearsing/Planning</i> <ul style="list-style-type: none"> <li>Make a list of ideas on topics for writing</li> <li>Make lists to plan for writing</li> <li>Think about the people who will read the writing and what they will want to know</li> </ul>	116
5. With guidance/support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<i>Drafting/Revising</i> <ul style="list-style-type: none"> <li>Understand the role of the writing conference in helping writers</li> <li>Understand that writers can get help from other writers</li> <li>Understand that writers can change writing in response to peer or teacher feedback</li> </ul>	116-121
6. With guidance/support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<i>Handwriting/Word-Processing</i> <ul style="list-style-type: none"> <li>Access and use simple programs on the computer (easy word-processing, games)</li> <li>Locate letter keys on a computer keyboard to type simple messages</li> </ul> <i>Oral, Visual, and Technological</i> <ul style="list-style-type: none"> <li>Use props or illustrations to extend the meaning of a presentation</li> <li>Read aloud and discuss own writing with others</li> </ul>	119, 182-3

**Research to**

**Build and Present Knowledge**

- 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

*Rehearsing/Planning*

116-121

- Gather information for writing
- Observe carefully (objects, animals, people, places, actions) before writing about them

*Thinking Beyond the Text*

77, 116-121

- Reflect both prior knowledge and new knowledge from the text
- Write or draw about something in the reader's own life when prompted by a text

*Rehearsing/Planning*

- 9. (Begins in grade 4)

- Look for ideas and topics in personal experiences, shared through talk

*Thinking Within the Text*

77, 116-121

- Write short sentences to report or summarize important details from a text

*Rehearsing/Planning*

- Use drawings to share or remember thinking

**Range of Writing**

- 10. (Begins in grade 3)

*Organization*

116-121, 182-3

- Write with a unique perspective

*Presentation*

- Speak about a topic with enthusiasm

## SPEAKING AND LISTENING STANDARDS GRADE 1

Common Core	Fountas & Pinnell Levels	Reference Pg(s) *K-8 Continuum
<b>Comprehension and Collaboration</b>		
1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol>	182-3	
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		55, 182-3
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		182-3
<b>Presentation of Knowledge and Ideas</b>		
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		182-3
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		182-3
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)		182-3
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> </ol>	118-9, 206-7	

- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 118-9
- a. Capitalize dates and names of people.
  - b. Use end punctuation for sentences.
  - c. Use commas in dates and to separate single words in a series.
  - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Knowledge of Language**
3. (Begins in grade 2) 182
- Vocabulary Acquisition and Use**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. 260
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Use frequently occurring affixes as a clue to the meaning of a word.
  - c. Identify frequently occurring root words (e.g., *look*) and their inflectional
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 206-7
- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
  - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
  - d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). 23

## READING STANDARDS FOR LITERATURE GRADE 2

Common Core	Fountas & Pinnell Levels	Reference Pg(s) *K-8 Continuum	
<b>Key Ideas and Details</b>			
1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	Interactive Read Aloud	24-25	
	Shared and Performance Reading	56-57	
	Guided Reading (Levels H-M)	258-281	
	Writing	122-123	
	Writing About Reading	78-79	
	Interactive Read Aloud	24-25	
	Genres		
	Traditional Literature – Fables and Tall Tales		
	Shared and Performance Reading	56-57	
	Genres		
Traditional Folktales			
2. Recount stories including fables and folktales from diverse cultures and determine their central message, lesson or moral.	Guided Reading (Levels H-M)	258-281	
	Writing	122-123	
	Writing About Reading	78-79	
	Interactive Read Aloud	24-25	
	Shared and Performance Reading	56-57	
	Genres		
	Traditional Folktales		
	Guided Reading (Levels H-M)	258-281	
	Writing	122-123	
	Writing About Reading	78-79	
3. Describe how characters in a story respond to major events and challenges.	Interactive Read Aloud	24-25	
	Shared and Performance Reading	56-57	
	Guided Reading (Levels H-M)	258-281	
	Writing	122-123	
	Writing About Reading	78-79	
	<b>Craft and Structure</b>		
	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) supply rhythm and meaning in a story, poem or song.	Interactive Read Aloud	24-25
		Language and Literary Features	
		Shared and Performance Reading	56-57
		Language and Literary Features	
Phonics, Spelling and Word Study		208-209	
Interactive Read Aloud		24-25	
Shared and Performance Reading		56-57	
Guided Reading (Levels H-M)		258-281	
Writing		122-123	
Writing About Reading		78-79	
5. Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.	Interactive Read Aloud	24-25	
	Shared and Performance Reading	56-57	
	Guided Reading (Levels H-M)	258-281	
	Writing	122-123	
	Writing About Reading	78-79	
	6. Acknowledge difference in the points of view of characters including by speaking in a different voice for each character when reading dialogue aloud.	Interactive Read Aloud	24-25
		Shared and Performance Reading	56-57
		Guided Reading (Levels H-M)	258-281
		Writing	122-123

**Integration of  
Knowledge and Ideas**

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	Interactive Read Aloud	24-25
	Shared and Performance Reading	56-57
	Guided Reading (Levels H-M)	258-281
8. Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.	Writing	122-123
	Interactive Read Aloud	24-25
	Shared and Performance Reading	56-57
	Guided Reading (Levels H-M)	258-281
	Writing	122-123

**Range of Reading and  
Level of Text Complexity**

9. By the end of the year read and comprehend literature including stories and poetry in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Interactive Read Aloud	24-25
	Shared and Performance Reading	56-57
	Guided Reading (Levels H-M)	258-281

## READING STANDARDS FOR INFORMATIONAL TEXT GRADE 2

Common Core	Fountas & Pinnell Levels	Reference Pg(s) *K-8 Continuum
<b>Key Ideas and Details</b>		
1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	Interactive Read Aloud	24-25
	Shared and Performance Reading	56-57
	Guided Reading (Levels H-M)	258-281
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Writing Interactive Read Aloud	122-123 24-25
	Shared and Performance Reading	56-57
	Guided Reading (Levels H-M)	258-281
3. Describe the connection between the series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Writing Interactive Read Aloud	122-123 24-25
	Shared and Performance Reading	56-57
	Guided Reading (Levels H-M)	258-281
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Interactive Read Aloud	24-25
	Shared and Performance Reading	56-57
	Guided Reading (Levels H-M)	258-281
5. Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Writing Interactive Read Aloud	122-123 24-25
	Shared and Performance Reading	56-57
	Guided Reading (Levels H-M)	258-281
6. Identify the main purpose of a text including what the author wants to answer, explain or describe.	Writing	122-123 25, 281
<b>Integration of Knowledge and Ideas</b>		
7. Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>• Search for information in illustrations to support text interpretation</li> <li>• Search for information in graphics</li> </ul>	280
8. Describe how reasons support specific points the author makes in a text		25
9. Compare and contrast the most important points presented by two texts on the same topic.	<i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>• Notice similarities and differences among texts that are by the same author or are on the same topic</li> </ul>	25
<b>Range of Reading and Level of Complexity</b>		
10. By the end of the year read and comprehend informational texts including history/social studies, science and technical texts, in the grades 2/3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		25, 57, 281

**READING STANDARDS FOR FOUNDATIONAL SKILLS  
GRADE 2**

**Common Core**

**Fountas & Pinnell Levels**

**Reference  
Pg(s) \*K-8  
Continuum**

**Phonics and Recognition**

1. Know and apply grade level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.

208-9, 280

**Fluency**

- Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.

*Thinking Within the Text*

- Use high-frequency words to monitor accuracy of reading and gain momentum
- Read with high accuracy
- Read aloud with fluency
- Self-correct intonation, phrasing, and pausing while reading aloud
- Use multiple sources of information to monitor reading accuracy, pronunciation, and understanding of words

57

## WRITING STANDARDS GRADE 2

Common Core	Fountas & Pinnell Levels	Reference Pg(s) *K-8 Continuum
<b>Text Types and Purposes</b>		
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons and provide a concluding statement or section.		78-9, 122-7
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		122-7
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		122-7
<b>Production and Distribution of Writing</b>		
4. With guidance and support from adults and peers focus on a topic and strengthen writing as needed by revising and editing.		122-7
5. With guidance and support from adults, use a variety of digital tools to produce and publish writing including and collaboration with peers.	<i>Technology</i> <ul style="list-style-type: none"> <li>• Use word-processing programs to produce drafts</li> <li>• Use simple word-processing programs to prepare some pieces for publications</li> </ul>	184-5
<b>Research to Build and Present Knowledge</b>		
6. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.)		122-7
7. Recall information from experiences or gather information from provided sources to answer a question.		122-7

## SPEAKING AND LISTENING GRADE 2

Common Core	Fountas & Pinnell Levels	Reference Pg(s) *K-8 Continuum
<b>Comprehension and Collaboration</b>		
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.) b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.		184-5
2. Recount or describe key ideas or details from a text read aloud or information presented orally for through other media.		184-5
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.		184-5
<b>Presentation of Knowledge and Ideas</b>		
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		184-5
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		184-5
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		184-5

**LANGUAGE STANDARDS  
GRADE 2**

**Common Core**

**Fountas & Pinnell Levels**

**Reference  
Pg(s) \*K-8  
Continuum**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., group)
  - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
  - c. Use reflexive pronouns (e.g., myself, ourselves)
  - d. Form and use the past tense of frequently occurring irregular verbs. (e.g., sat, hid, told).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Produce, expand, and rearrange complete simple and compound sentences. (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
  - a. Capitalize holidays, product names, and geographic names.
  - b. Use commas in greetings and closings of letters.
  - c. Use an apostrophe to form contractions and frequently occurring possessives.
  - d. Generalize learned spelling patterns when writing words (e.g., cage-badge; boy-boil).
  - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

208-9

124-5

**Knowledge of Language**

3. Use knowledge of language and its conventions when writing, speaking, reading or listening.
  - a. Compare formal and informal uses of English.

124-5, 184-5

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

208-9, 280

- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings. 25, 57, 280
- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - b. Distinguish shade of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy). 25, 57

## READING STANDARDS FOR LITERATURE GRADE 3

Common Core	Fountas & Pinnell	Reference Pg(s) *K-8 Continuum
<b>Key Ideas and Details</b>		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<u>Guided Reading Level M</u> <u>Selecting Goals</u> <b>Monitoring and Correcting</b> <ul style="list-style-type: none"> <li>● Consistently check on understanding and search for information when meaning breaks down</li> </ul>	280
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<u>Interactive Read-Aloud and Literature Discussion</u> <b>Selecting Texts</b> <ul style="list-style-type: none"> <li>● Genres: Traditional literature (Fables)</li> </ul> <b>Selecting Goals</b> <ul style="list-style-type: none"> <li>● Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text</li> </ul>	26 27 58
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<u>Guided Reading Level M</u> <b>Themes and Ideas</b> <ul style="list-style-type: none"> <li>● Texts with universal themes illustrating human issues and attributes (friendship, courage).</li> </ul> <u>Interactive Read-Aloud and Literature Discussion</u> <b>Selecting Texts</b> <b>Language and Literary Features</b> <ul style="list-style-type: none"> <li>● Memorable characters with both good and bad traits that change over time</li> </ul>	278 26
	<u>Guided Reading Level P</u> <b>Thinking Beyond the Text</b> <b>Making Connections</b> <ul style="list-style-type: none"> <li>● Make connections between the reader's real-life experiences or feelings and people who live in diverse cultures, distant places, and different times</li> <li>● Interpret characters and events that are not within the reader's experience</li> </ul>	293
	<b>Inferring</b> <ul style="list-style-type: none"> <li>● Infer characters' feelings and motivations through reading their dialogue and what other characters say about them</li> <li>● Follow multiple characters in different episodes, inferring their feelings about each other</li> <li>● Demonstrate understandings of characters (their traits, how and why they change), using evidence to support statements</li> <li>● Take perspectives that may be unfamiliar in interpreting characters; motives, causes for action, or themes</li> <li>● Infer causes of problems or of outcomes in fiction and nonfiction texts</li> </ul>	293
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.		59, 293
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene,		27, 59

and stanza; describe how each successive part builds on earlier sections.

6. Distinguish their own point of view from that of the narrator or those of the characters. 27, 59

**Integration of  
Knowledge and Ideas**

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 27, 280, 293
8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 27, 293

**Range of Reading and  
Complexity of Text**

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. 59, 289

**READING FOR INFORMATIONAL TEXT  
GRADE 3**

Common Core	Fountas & Pinnell	Reference Pg(s) *K-8 Continuum
<b>Key Ideas and Details</b>		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		27, 293
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.		27, 59
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		27, 293
<b>Craft and Structure</b>		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>• Understand connotative meaning of words</li> <li>• Solve content-specific words, using graphics and definitions embedded in the text as well as background knowledge</li> <li>• Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words</li> </ul>	27, 292
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		187, 292
6. Distinguish their own point of view from that of the author of a text.		27, 59
<b>Integration of Knowledge and Ideas</b>		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<i>Thinking within the Text</i> <ul style="list-style-type: none"> <li>• Notice and remember significant information from illustrations or graphics</li> </ul> <i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> <li>• Interpret graphics and integrate information with the text</li> </ul> <i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>• Recognize how the writer or illustrator has placed ideas in the text and in the graphics</li> </ul>	27
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		27, 59
9. Compare and contrast the most important points and key details presented in two texts on the same topic.		27, 59
<b>Range of Reading and Complexity of Text</b>		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		26, 290

**READING FOR FOUNDATIONAL SKILLS  
GRADE 3**

<b>Common Core</b>	<b>Fountas &amp; Pinnell</b>	<b>Reference Pg(s) *K-8 Continuum</b>
<p style="text-align: center;"><b>Phonics and Word Recognition</b></p> <p>1. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>Decode words with common Latin suffixes.</p> <p>Decode multi-syllable words.</p> <p>Read grade-appropriate irregularly spelled words.</p>		210-1, 292
<p>2. Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		59, 292

## WRITING STANDARDS GRADE 3

Common Core	Fountas & Pinnell	Reference Pg(s) *K-8 Continuum
<b>Text Types and Purposes</b>		
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Provide reasons that support the opinion.</p> <p>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>Provide a concluding statement or section.</p>	<p><u>Drafting/Revising</u> <u>Producing a Draft</u></p> <ul style="list-style-type: none"><li>• Bring the piece to closure with an ending or final statement</li></ul>	<p>81, 128-133</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, and details.</p> <p>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>Provide a concluding statement or section.</p>		<p>81, 128-133</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Use temporal words and phrases to signal event order.</p> <p>Provide a sense of closure.</p>		<p>81, 128-133</p>
<b>Production and Distribution of Writing</b>		
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<p>81, 128-133</p>

- |     |   |                       |
|-----|---|-----------------------|
| 5.  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.   | 128-133               |
| 6.  | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.   | 186-7                 |
|     | <b>Research to Build and Present Knowledge</b>  |                       |
| 7.  | Conduct short research projects that build knowledge about a topic.   | 81, 128-133           |
| 8.  | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   | 81, 128-133,<br>186-7 |
| 9.  | (Begins in grade 4)   |                       |
|     | <b>Range of Writing</b>   |                       |
| 10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 81, 128-133           |

**SPEAKING & LISTENING STANDARDS  
GRADE 3**

<b>Common Core</b>	<b>Fountas &amp; Pinnell</b>	<b>Reference Pg(s) *K-8 Continuum</b>
<b>Comprehension and Collaboration</b>		
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Explain their ideas and understanding in light of the discussion.</p>		186-7
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		186-7
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		186-7
<b>Presentation of Knowledge and Ideas</b>		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		186-7
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		186-7
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		186-7

## LANGUAGE STANDARDS GRADE 3

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

186-7, 210-1

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., *childhood*).

Form and use regular and irregular verbs.

Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

Ensure subject-verb and pronoun-antecedent agreement.\*

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

130-3

Capitalize appropriate words in titles.

Use commas in addresses.

Use commas and quotation marks in dialogue.

Form and use possessives.

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).

Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 59, 130-1, 184

Choose words and phrases for effect.\*

Recognize and observe differences between the conventions of spoken and written standard English.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 292

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 27, 59, 292-3

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). 27, 292

## READING STANDARDS FOR LITERATURE GRADE 4

**Reference  
Pg(s) \*K-8  
Continuum**

### Common Core

### Fountas & Pinnell Levels O-T

#### Key Ideas and Details

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### **Thinking Beyond the Text – *Inferring*:**

- Follow multiple characters in different episodes, inferring their feelings about each other
- Demonstrate understandings of characters (their traits, how and why they change), using evidence to support statements
- Infer causes of outcomes in fiction.
- Identify significant events and
- Tell how they are related to the problem of the story or the solution

305

#### **Predicting**

- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

#### **Thinking Beyond the Text – *Inferring*:**

- Infer the big ideas of themes of a text and discuss how they are applicable to people's lives today

305

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### **Thinking Beyond the Text – *Inferring*:**

- Follow multiple characters in different episodes, inferring their feeling about each other.

305

#### Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)

#### **Thinking Within the Text – *Solving Words*:**

- Understand connotative meaning of words.
- Understand figurative speech.
- Solve content-specific words, using graphics and definitions embedded in the text.
- Solve some undefined words using background knowledge.
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word.
- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text.

304

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

#### **Thinking Within the Text – *Adjusting*:**

- Demonstrate different ways of reading to genre, including biographies, fantasy, and historical fiction.

293, 309

#### **Thinking About the Text – *Analyzing***

- Notice aspects of genres (realistic and historical fiction, biography and other nonfiction, fantasy)

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

#### **Integration of Knowledge and Ideas**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

(Not applicable to literature)

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### **Range of Reading and Level of Text Complexity**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### **Thinking About the Text – Analyzing**

293

- Notice the ways the writer assigns dialogue

#### **Thinking Beyond the Text – Synthesizing**

- Demonstrate changing perspective as events in a story unfold

#### **Thinking About the Text – Analyzing**

297

- Notice how the author or illustrator has used illustrations and other graphics to convey meaning.

#### **Thinking Beyond the Text – Making Connections**

305

- Make connections between the text and other texts that have been read or heard and demonstrate in writing
- Use knowledge from one text to help in understanding diverse cultures and setting encountered in new texts

#### **Genre**

28, 60

- simple and complex fantasy
- realistic fiction
- traditional literature
- autobiography
- biography, mostly on less and well-known
- historical fiction
- mystery

#### **Forms**

- picture books
- plays
- beginning chapter books
- chapter books
- series books
- short stories
- diaries and logs

#### **Thinking About the Text – Analyzing**

309

- Understand when a writer has used underlying organizational structures such as temporal sequence

**READING STANDARDS FOR INFORMATIONAL TEXT  
GRADE 4**

Common Core	Fountas & Pinnell Levels O-T	Reference Pg(s)*K-8 Continuum
<b>Key Ideas and Details</b>		
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> <li>• Justify predictions using evidence</li> <li>• Demonstrate understanding of characters using evidence to support statements</li> <li>• Infer characters' feelings and motivations through reading their dialogue and what other characters say about them</li> </ul>	301
2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>• Identify important ideas in a text and report them in an organized way; orally or in writing</li> <li>• Summarize a text at intervals during the reading of a longer text</li> </ul>	300
3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>• Process texts with a variety of complex layouts and with some pages of dense print</li> </ul> <i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>• Provide specific examples and evidence to support statements about the quality, accuracy, or craft of the text</li> </ul>	31, 300
<b>Craft and Structure</b>		
4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>• Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge</li> <li>• Use readers' tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words</li> </ul> <i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>• Notice aspects of a writer's craft (style, language, perspective, themes)</li> </ul>	304
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>• Understand when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)</li> </ul>	309
6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> <li>• Make connections between the text and other texts that have been read or heard</li> <li>• Make connections between characters in different texts</li> </ul>	309
<b>Integration of Knowledge and Ideas</b>		
7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> <li>• Search for information in graphics</li> <li>• Use a full range of readers' tools to search for information</li> </ul> <i>Thinking About the Text</i> <ul style="list-style-type: none"> <li>• Evaluate the quality of illustrations or graphics</li> <li>• Assess how graphics add to the quality of the text or provide additional information</li> </ul>	300-1

8. Explain how an author uses reasons and evidence to support particular points in a text.	<i>Thinking about the Text</i>	301
	<ul style="list-style-type: none"> <li>• Notice and discuss how the author or illustrator has used illustrations and other graphics to convey meaning or create mood</li> </ul>	
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<i>Thinking Beyond the text</i>	301
	<ul style="list-style-type: none"> <li>• Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings)</li> <li>• Specify the nature of connections (topic, content, type of story, writer)</li> </ul>	
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>Thinking Within the Text</i>	300
	<ul style="list-style-type: none"> <li>• Identify important ideas in a text and report them in an organized way, either orally or in writing</li> </ul>	
	<i>Thinking About the Text</i>	31
	<ul style="list-style-type: none"> <li>• Notice how the writer has organized an informational text (categories and subcategories, sequence, and others)</li> </ul>	

**READING STANDARDS FOR FOUNDATIONAL SKILLS  
GRADE 4**

**Common Core**

**Fountas & Pinnell  
Levels O-T**

**Reference  
Pg(s) \*K-8  
Continuum**

**Phonics and Word Recognition**

1. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Word Work During Guided Reading**

- Take apart and read a full range of plurals, including irregular plurals and plurals that require spelling changes (goose/geese, life/lives)
- Work flexibly with base words, making new words by changing letter and adding prefixes and suffixes
- Recognize words that have multiple meanings (a form of homograph: (look the same, sound different: *contest, contest*), and homophones (sound the same, look different: *peel, peal*)
- Notice and use word roots (Greek and Latin) to take apart and understand words (*aqua: aquarium, aquatic, aqueduct*)
- Take apart a wide range of multisyllable words with ease (*mi-cro-or-gan-ism*) and use the words parts to assist pronunciation and derive meaning
- Read and derive meaning of words that are related to each other because they have the same base or root word (*direct, directs, directed, direction, misdirect, directional*)
- Notice and use frequently appearing vowel and syllable patterns in multisyllable words ( *is(s)-in whisper, missing; -un in sunny, munch*)
- Use what is known about words to read new words (*path, sympathy*)
- Quickly recognize and solve a large number of words, including multisyllable words

**Thinking Within the Text**

- Demonstrate the ability to use automatically and flexibly a wide range of word-solving strategies (for example, dividing words into syllables, using phonograms within multisyllable words, using word parts, using prefixes and affixes, and connecting words to known words)
- Understand connotative meaning of words.
- Understand figurative use of words.
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Develop the deeper understanding of words that have been encountered before but are not familiar
- Derive the meaning of words that reflect regional or historical dialects as well as words from languages other than English)

308

### Fluency

2. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read on-level text with purpose and understanding.
  - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning
- Demonstrate phrased, fluent oral
- Reading
- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects understanding
- Change style and pace of reading to reflect purpose
- Slow down or reread to solve words to think about ideas and resume good rate of reading
- Change purpose and aspects of processing to reflect understanding of genre

300



- e. Provide a conclusion that follows from the narrated experiences or events

**Production and Distribution of Writing**

- 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)
- 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**Research to Build and Present Knowledge**

others say about them.

- Experiment with literary language (powerful nouns and verbs, figurative language)
- Write a believable and satisfying ending to the story.

- 4. Selecting Goals:

Craft: **Organization**

- Present ideas clearly and in logical sequence or categories
- Clearly communicate main points
- Provide supporting details that are accurate, relevant, and helpful

- 5. Selecting Goals

Writing Process: **Planning, Revising, Editing, and Proofreading**

- 6. Selecting Goals

Writing Process: **Publishing**

82-3, 134-143

## SPEAKING AND LISTENING SKILLS GRADE 4

Common Core	Fountas & Pinnell Levels	Reference Pg(s) *K-8 Continuum
<p style="text-align: center;"><b>Comprehension and Collaboration</b></p> <ol style="list-style-type: none"> <li>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.               <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol> </li> <li>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Identify the reasons and evidence a speaker provides to support particular points.</li> </ol>	<p style="text-align: center;"><b>Oral, Visual, and Technological Communication</b></p> <p><b>Listening and Speaking-</b></p> <ul style="list-style-type: none"> <li>• Use conventions of respectful speaking</li> <li>• Actively participate in conversation, listening and looking at the person who is speaking</li> </ul> <p><b>Listening and Speaking-Organization</b></p> <ul style="list-style-type: none"> <li>• Make presentations that are well organized</li> <li>• Have a plan or notes to support the presentation</li> </ul> <p><b>Listening and Speaking-Social Interaction</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of balance and participation in conversation.</li> <li>• Actively participate in conversation, listening and looking at the person who is speaking.</li> <li>• Use conversational techniques that encourage others to talk</li> <li>• Build on the talk of others, making statements related to the speaker's topic, and responding to cues</li> <li>• Restate points that have been made and extend or elaborate them.</li> <li>• Recall information, big ideas or points made by others in conversation or from presentations by students or teachers.</li> </ul>	<p>188-9</p>
<p style="text-align: center;"><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</li> <li>6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</li> </ol>		<p>188-9</p>



- clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
    - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
    - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
  6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation)

# READING STANDARDS FOR LITERATURE GRADE 5

Common Core	Fountas & Pinnell Levels S-W	Reference Pg(s) *K-8 Continuum
<p style="text-align: center;"><b>Key Ideas and Details</b></p> <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p style="text-align: center;"><b>Guided Reading</b></p> <p><i>Thinking Within The Text</i></p> <ul style="list-style-type: none"> <li>• Remember information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes</li> <li>• Summarize longer narrative texts with multiple episodes</li> </ul> <p><i>Thinking Beyond The Text</i></p> <ul style="list-style-type: none"> <li>• Search for and use information to confirm or disconfirm predictions</li> <li>• Justify predictions using evidence</li> <li>• Change predictions as new information is gathered from a text</li> <li>• Infer characters' feelings and motivations through reading their dialogue and what other characters say about them</li> <li>• Demonstrate through talk or writing understandings of characters using evidence to support statements</li> </ul> <p><i>Thinking About The Text</i></p> <ul style="list-style-type: none"> <li>• Recognize the use of figurative or descriptive language and talk about how it adds to the quality of a text</li> </ul>	304
<p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><i>Thinking Within The Text</i></p> <ul style="list-style-type: none"> <li>• Identify important ideas and information</li> </ul> <p><i>Thinking Beyond The Text</i></p> <ul style="list-style-type: none"> <li>• Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts</li> <li>• Infer characters' thinking processes and struggles at key decision points in their lives in fiction or biography</li> <li>• Infer big ideas or themes of a text and discuss how they are applicable to people's lives today</li> </ul> <p><i>Thinking About The Text</i></p> <ul style="list-style-type: none"> <li>• Understand the meaning of symbolism when used by a writer to create texts, including complex fantasy where the write is representing good and evil</li> <li>• Evaluate the text in terms of readers' own experience as preadolescents</li> </ul>	304-5
<p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><i>Thinking Beyond The Text</i></p> <ul style="list-style-type: none"> <li>• Connect characters across texts and genres by circumstances, traits, or actions</li> <li>• Specify the nature of connections (topic, content, type of story, writer)</li> <li>• When reading chapters, connected short stories, or sequels, incorporate new knowledge to better understand characters and plots from material previously read</li> </ul> <p><i>Thinking About The Text</i></p> <ul style="list-style-type: none"> <li>• Examine character traits in a complex way, recognizing that they are multidimensional and change over time</li> </ul>	313

### Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.

#### *Thinking Within The Text*

308-9

- Understand figurative use of words

#### *Thinking About The Text*

- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Recognize the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality of a text.

#### *Thinking Within The Text*

308-9

- Process texts with a variety of complex layouts and with some pages of dense print

#### *Thinking About The Text*

- Notice aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, and other nonfiction)
- Notice combined genres in hybrid texts
- Understand when a writer has used underlying organizational structures
- Understand how the writer built interest and suspense across a story, providing examples
- Understand the structure of complex plots in fiction and the organization of the text in nonfiction, sometimes using graphic organizers or diagrams
- Critique the text as an example of the genre

#### *Thinking Beyond The Text*

35, 309

- In texts with multiple complex characters, infer traits, motivations, and changes through examining how the writer describes them, what they do, what they say and think, and what other characters say about them

#### *Thinking About The Text*

- Recognize that a fiction text is told from the perspective of one or more characters and hypothesize the writer's rationale for choosing this perspective
- Recognize the writer's choice of first, second, or third person and discuss and hypothesize the reasons for this decision

### Integration of Knowledge and Ideas

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

#### *Thinking About The Text*

35, 191

- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts.
- Recognize and discuss the artistic aspects of a text, including how illustrations and narrative form a cohesive whole

#### *Technology*

- Draw information from both text and non-text elements
- Demonstrate knowledge of strategies used by media games, video, radio/TV broadcasts, websites to entertain and influence people

<p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><i>Thinking Beyond The Text</i></p> <ul style="list-style-type: none"> <li>• Make and continually revise a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts</li> <li>• Make connections between the text and other texts that have been read or heard and demonstrate in writing</li> <li>• Connect and compare texts within genres and across genres</li> <li>• Connect characters across texts and genres by circumstances, traits, or actions</li> </ul>	<p>317-9</p>
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><i>Thinking About The Text</i></p> <ul style="list-style-type: none"> <li>• Notice aspects of genres</li> <li>• Identify the selection of genre in relation to inferred writer's purpose for a range of texts</li> <li>• Critique a text as an example of a genre</li> </ul> <p><i>Thinking Within The Text</i></p> <ul style="list-style-type: none"> <li>• Process texts with a variety of complex layouts and with some pages of dense print and some printed in columns</li> <li>• Follow complex plots, including texts with literary devices</li> <li>• Gain important information from much longer texts, most with no illustrations (fiction)</li> <li>• Construct summaries that are concise and reflect the important and overarching ideas and information in texts</li> </ul>	<p>316</p>
	<p><i>Thinking Within The Text</i></p> <ul style="list-style-type: none"> <li>• Solve some undefined words using background knowledge</li> </ul> <p><i>Thinking Beyond The Text</i></p> <ul style="list-style-type: none"> <li>• Bring background knowledge to the understanding of a text before, during, and after reading</li> <li>• Use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts</li> <li>• Acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places</li> </ul> <p><i>Thinking About The Text</i></p> <ul style="list-style-type: none"> <li>• Use other sources of information to check the authenticity of a text when questions arise</li> <li>• Assess whether social issues and different cultural groups are accurately represented in a fiction or nonfiction text</li> </ul>	<p>308-9</p>

## READING STANDARDS FOR INFORMATIONAL TEXT GRADE 5

Common Core	Fountas & Pinnell Levels S-W	Reference Pg(s) *3-8 Continuum
<b>Key Ideas and Details</b>		
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Thinking Beyond the Text</b>	
	<ul style="list-style-type: none"> <li>• Find evidence to support an argument</li> </ul>	221
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>Thinking Within the Text</b>	
	<ul style="list-style-type: none"> <li>• Identify important ideas and information and organize them in a summary form in order to remember and use them as background knowledge in reading or for discussion and writing</li> <li>• Construct summaries that are concise and reflect the important overarching ideas and information in texts</li> </ul>	220  220
	<b>Thinking Beyond the Text</b>	
	<ul style="list-style-type: none"> <li>• Infer themes and ideas from illustrations in graphic texts</li> <li>• Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today</li> </ul>	221  221
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>Thinking About the Text</b>	
	<ul style="list-style-type: none"> <li>• Identify main ideas and supporting details</li> </ul>	
	<b>Thinking Beyond the Text</b>	
	<ul style="list-style-type: none"> <li>• Make connections between the text and other texts that have been read or heard and demonstrate in writing</li> <li>• Specify the nature of connections (topic, content, type of story, writer)</li> <li>• Integrate existing content knowledge with new information from a text to consciously create new understandings.</li> </ul>	216
	<b>Thinking About the Text</b>	
	<ul style="list-style-type: none"> <li>• Identify similarities across texts</li> </ul>	217
<b>Craft and Structure</b>		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	<b>Thinking Within the Text</b>	
	<ul style="list-style-type: none"> <li>• Use the context of a sentence, paragraph, or whole text to determine the meaning of the word</li> <li>• Develop deeper understanding of words that have been encountered before but are not familiar</li> <li>• Understand words representing abstract concepts</li> </ul>	212  220
5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>Thinking Beyond the Text</b>	
	<ul style="list-style-type: none"> <li>• Make connections between the text and other texts that have been read or heard (particularly texts with diverse settings) and demonstrate in writing</li> <li>• Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today</li> <li>• Infer causes of problems or of outcomes in nonfiction</li> </ul>	220  221
	<b>Thinking About the Text</b>	
	<ul style="list-style-type: none"> <li>• Understand when a writer has combined underlying organizations structures (description, compare and contrast, temporal sequence, problem and solution, cause and effect)</li> </ul>	

6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>Thinking About the Text</b> 221 <ul style="list-style-type: none"> <li>• Identify multiple points of view</li> <li>• Identify similarities across texts</li> </ul> <b>Thinking Beyond the Text</b> 221 <ul style="list-style-type: none"> <li>• Express changes in ideas or perspective across the reading (as events unfold) after reading a text</li> </ul>
<b>Integration of Knowledge and Ideas</b>	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>Oral, Visual, and Technological Communication</b> 121 <ul style="list-style-type: none"> <li>• Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements</li> <li>• Open approved websites and search for information within nonlinear presentations (topics and categories)</li> <li>• Use technology tools for research, problem solving across curriculum areas</li> </ul>
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).)	<b>Thinking Within the Text</b> 220 <ul style="list-style-type: none"> <li>• Form implicit questions and search for answers while reading</li> </ul> <b>Thinking Beyond the Text</b> 221 <ul style="list-style-type: none"> <li>• Draw conclusions from information</li> <li>• Find evidence to support an argument</li> <li>• Identify significant events and tell how they are related to the problem of the story or the solution</li> </ul>
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Oral, Visual, and Technological Communication</b> 120 <ul style="list-style-type: none"> <li>• Demonstrate depth of knowledge in content areas by reporting information from areas studied in school or from reading</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>Writing About Reading</b> 109 <ul style="list-style-type: none"> <li>• Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text</li> </ul> <b>Thinking About the Text</b> 224 <ul style="list-style-type: none"> <li>• Make connections between the text and other texts that have been read or heard</li> </ul> <b>Thinking Beyond the Text</b> 224 <ul style="list-style-type: none"> <li>• Identify similarities across texts</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>Thinking Beyond the Text</b> 221 <ul style="list-style-type: none"> <li>• Acquire new content and perspectives through reading both fiction and non-fiction texts about diverse cultures, times, and places</li> <li>• Integrate existing content knowledge with new information from a text to consciously create new understanding</li> </ul> <b>Thinking Within the Text</b> 220 <ul style="list-style-type: none"> <li>• Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning</li> </ul>

## READING STANDARDS FOR FOUNDATIONAL SKILLS GRADE 5

Common Core	Fountas & Pinnell Levels S-W	Reference Pg(s) *K-8 Continuum
<b>Phonics and Word Recognition</b>		
1. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ol>	<b>Guided Reading</b>  <i>Word Work</i> <ul style="list-style-type: none"> <li>• Read words with a full range of plurals, including irregular plurals, and plurals that require spelling changes</li> <li>• Read words using open and closed syllables</li> <li>• Add a variety of endings to words (-able, -ible, -ent, -ant) and discuss changes in spelling and meaning</li> <li>• Work flexibly with base words, making new words by changing letters and adding prefixes and suffixes</li> <li>• Recognize words that have multiple meanings (homographs and homophones)</li> <li>• Notice and use word roots to take apart words</li> <li>• Read and derive meaning of words that are related to each other because they have the same base or root word</li> <li>• Recognize words with frequently appearing vowel and syllable patterns</li> <li>• Read words with consonant clusters and long and short vowel patterns, including vowel patterns with r, that appear in multisyllable words</li> </ul>	312
<b>Fluency</b>		
2. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	<i>Thinking Within The Text</i> <ul style="list-style-type: none"> <li>• Read dialogue with phrasing and expression that reflects understanding of characters and events</li> <li>• Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation while reading in a way that reflects interpretation of the deeper meaning of a text</li> <li>• Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning</li> <li>• Demonstrate phrased, fluent oral reading</li> </ul>	308
	<i>Thinking Within The Text</i> <ul style="list-style-type: none"> <li>• Solve content-specific words and technical words using graphics and definitions embedded in the text as well as background knowledge</li> <li>• Use reader's tools such as glossaries, dictionaries, and pronunciation guides to solve words, including difficult proper nouns and technical words</li> <li>• Apply problem-solving strategies to technical words or proper nouns that are challenging</li> </ul>	304-5
	<i>Thinking About The Text</i> <ul style="list-style-type: none"> <li>• Recognize the use of figurative or descriptive language (or special types of language such as irony) and talk about how it adds to the quality of a text</li> <li>• Notice writer's use of symbolism</li> </ul>	

## WRITING STANDARDS GRADE 5

**Reference  
Pg(s) \*3-8  
Continuum**

### Common Core

### Fountas & Pinnell Levels S-W

#### Text Types and Purposes

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

**W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Essay (opinion editorial)

- Begin with a title or opening that tells the reader what is being argued or explained and conclude with a summary
- Provide a series of clear arguments or reasons to support the argument
- Use opinions supported by facts
- Write a logical, thoughtful ending

Friendly and Formal Letters

- Write persuasive and informative letters

144-153

Informational

- Include facts, figures, graphics
- Use organizational structures (compare and contrast, cause and effect, temporal sequence, problem and solution, and description)

Expository Nonfiction

- Write an effective lead paragraph and conclusion
- Write multiple paragraphs with smooth transitions
- Include facts, statistics, examples, and anecdotes
- Use new vocabulary specific to the topic

144-153

Narrative

- Experiment with difference time structures (single-day flashback)
- Describe characters by what they do, say, and think and what others say about them
- Experiment with literary language (powerful nouns and verbs, figurative language)
- Write an ending that fits the piece

144-153

**Production and  
Distribution of Writing**

**W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 84-87, 144-153

**W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 84-87, 144-153

**W.5.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 190-1

**Research to Build and Present Knowledge**

**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 84-87, 144-153

**W.5.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 190-1

**W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. 84-87, 144-153

- Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**Range of Writing**

**W.5.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 84-87, 144-153

**LANGUAGE STANDARDS  
GRADE 5**

<b>Common Core</b>	<b>Fountas &amp; Pinnell Levels S-W</b>	<b>Reference Pg(s) K-8 Continuum</b>
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).		190-1, 214-5
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.		190-1, 214-5
<b>Knowledge of Language</b>		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		190-1, 214-5
<b>Vocabulary Acquisition and Use</b>		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		214-5, 316

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 214-5, 316
- a. Interpret figurative language, including similes and metaphors, in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). 34

## SPEAKING AND LISTENING STANDARDS GRADE 5

Common Core	Fountas & Pinnell Levels S-W	Reference Pg(s) K-8 Continuum	
<b>Comprehension and Collaboration</b>			
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><i>Listening &amp; Understanding</i></p> <ul style="list-style-type: none"> <li>Listen actively to others read or talk about their writing and give feedback</li> </ul> <p><i>Social Interaction</i></p> <ul style="list-style-type: none"> <li>Demonstrate awareness of balance and participation in conversation</li> <li>Actively participate in conversation; listening and looking at the person who is speaking</li> <li>Understand the role of nonverbal language</li> </ul> <p><i>Extended Discussion</i></p> <ul style="list-style-type: none"> <li>Build on the talk of others, making statements related to the speaker's topic, and responding to cues</li> <li>Use turn-taking conventions skillfully in small and large groups</li> <li>Restate points that have been made and extend or elaborate them</li> <li>Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher</li> </ul>	190-1	
		<p><i>Listening &amp; Understanding</i></p> <ul style="list-style-type: none"> <li>Summarize ideas from oral presentations or reading</li> </ul> <p><i>Extended Discussion</i></p> <ul style="list-style-type: none"> <li>Recall information, big ideas, or points made by others in conversation or from presentations by students or teacher</li> </ul> <p><i>Content</i></p> <ul style="list-style-type: none"> <li>State problems and solutions</li> </ul>	190-1
		<p><i>Listening &amp; Understanding</i></p> <ul style="list-style-type: none"> <li>Listen attentively to oral presentations and identify a speaker's purpose in presentations</li> <li>Analyze how a speaker uses evidence and examples effectively</li> <li>Summarize ideas from oral presentation or reading</li> </ul>	190-1
<b>Presentation of Knowledge and Ideas</b>			
<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><i>Voice</i></p> <ul style="list-style-type: none"> <li>Speak with confidence and in a relaxed manner</li> <li>Use expression, tone, and pitch, where appropriate to emphasize aspects of events or people</li> </ul> <p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>Speak at an appropriate rate to be understood by the audience</li> <li>Enunciate words clearly</li> </ul> <p><i>Ideas and Content</i></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of an informational topic through formal presentation</li> </ul>	190-1	

- Make persuasive presentations that establish a clear argument and support it with documented evidence

*Organization*

- Make points in logical order, keeping audience in mind
- Sequence ideas, examples, and evidence in a way that shows their relationship
- Use examples that are clearly related to the topic
- Make presentations that are well organized (clear introduction, body, and conclusion)
- Have a plan or notes to support the presentation

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

*Media*

190-1

- Use technology as an integral part of presentations
- Use visual displays in ways that are clearly related to and extend the topic of a presentation
- Identify and acknowledge sources of the information included in oral presentations
- Create nonlinear presentations using video, photos, voice-over, and other elements

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

*Voice*

190-1

- Plan modulation of the voice to create an interesting presentation
- Present informational pieces, recite poems, or tell stories with effective use of intonation and word stress to emphasize important ideas
- Present information in a variety of ways that engage the listeners' attention

*Conventions*

- Speak with appropriate volume for the size of audience and place of presentation
- Demonstrate the use of specific language for different kinds of presentation (dramatic, narrative, reports, news programs)

*Thinking About The Text*

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- Notice the writer's choice of words that are not English and reflect on the reasons for these choices and how those words add to the meaning of a text
- Notice the way writers use regional dialect and discuss how it adds to the authenticity of the text or characters

Middle School  
Grades 6-8

and

High School  
Grades 9-12

# As a secondary teaching staff, WE BELIEVE . . .

*Live your beliefs and you can turn the world around.*  
~ Henry David Thoreau

## **BELIEFS**

Students must adapt to and shape their world through learning that is inquiry-based, self-directed, meaningful, and relevant. It is essential students navigate the world to frame questions, explore answers, discover connections, and grow into well-rounded, articulate, and responsible citizens who pursue life-long learning. Using the most rigorous standards, best practices, and technological tools, effective teachers skillfully facilitate the educational process. Direct, purposeful, and creative teaching is fundamental to help learners achieve and progress in their exploration of language arts.

### ► **READING**

Reading is relating (it connects us to other people, cultures, ideas, experiences, etc.); it is not a solitary activity. Students need to be exposed to a wide variety of texts (genres, authors, topics, etc.).

#### **Literature**

An important part of reading literature is to appreciate context, history, and intertextuality – the influence of multiple voices, ideas, and modes of communication. It is important that a full range of voice is presented to students: traditional books of the canon, marginalized voices, multicultural texts. We believe that it is necessary to have a Districtwide, monitored Core and Protected List and use professional courtesy when choosing texts.

#### **Informational Texts**

Reading skills for informational texts need to be taught across curricular areas. The choice of informational texts needs to be as purposeful and engaging as literary texts – for style, topics, and relevance.

### ► **WRITING**

We believe that writing is the most difficult level of language. We learn to listen, then to speak, then to read, and finally to write (Myklebust Hierarchy). We believe there is a correlation between skilled readers and skilled writers. To become a better writer, one must write often (with direction and timely feedback). The ability to communicate one's ideas is empowering.

### ► **LANGUAGE**

#### **Conventions**

The conventions are the building blocks to style and communication of ideas. Students need to know how to use resources appropriately to help guide their use and understanding of the basic conventions of writing.

- |                         |   |
|-------------------------|---|
| <i>Grammar:</i>         | We believe that we need a program that scaffolds from grade level to grade level.                       |
| <i>Spelling:</i>        | We believe spelling rules should be reviewed and used in all formal writing at the middle school level. |
| <i>Cursive Writing:</i> | We believe that all students need to be able to read cursive and sign their names legibly.              |

## **Vocabulary**

We believe that Y5-12 should have a consistent program that scaffolds from year to year. The best way to increase one's vocabulary is to read.

## **Literacy Terms**

*(See page 21.)*

### ▶ **SPEAKING/LISTENING/VIEWING**

We believe that multi-media studies are an important and relevant piece of teaching literacy. All students should have opportunities to speak in front of an audience. All students should be expected to use basic listening skills and practice these skills in small groups and large groups. All students should learn how to disagree and debate in appropriate ways.

### ▶ **OTHER**

We believe it is essential to adapt teaching and learning to inquiry-based, student-directed learning. It is essential that we teach students how to navigate the digital world to answer questions, find information, support learning, discover connections and grow into well-rounded, articulate life-long learners.

#### **Research and Navigating the Web:**

- Evaluating on-line resources and then appropriately using what students find.
- Plagiarism Issues: How to borrow from sources.
- How to help students move beyond an initial Google search and how to effectively use Wikipedia.
- How to search using key words
- How to organize and store online resources (ex. Diigo, Symbaloo)
- How to make connections and thereby enhance relevance and retention
- How to create lessons that encourage discovery utilizing internet resources and other modes of expression such as digital cameras, flip cams, games, and kinesthetic expression

Organizing teaching and learning around creative, researched based exploration, essential questions, habits of mind, and higher order exploratory thinking.

Since the culture of our students is driven by instantaneous answers and a bombardment of information, perhaps it is our responsibility as teachers to teach reflection and contemplation as essential components to successful synthesis and understanding.

# Professional Learning Plan

## MIDDLE SCHOOL and HIGH SCHOOL 2011-2012

### PHASE II

#### Develop a Learning Community

- Summer learning
- Department meetings/vertically aligned middle school and high school
- Middle and high school departments meet once a semester
- Opening day professional learning opportunities
- February Professional Learning Conference
- Meet with social studies department members regarding integration
- Cultivate relationships with local ELA instructors from local colleges and universities--as a source for possible "Writing Coaches/Mentors," guest lecturers
- Provide appropriate professional learning opportunities relevant to the new ELA curriculum

#### Areas to Study and Develop

- Explore integration of International Baccalaureate practices and philosophies
- Develop Essential Questions
- Inquiry/Project-Based Learning
- Evaluate grammar and vocabulary programs
- Evaluate literature and informational texts
- Explore writing programs (ex. 6+1 traits, Bedford St. Martins, John Collins, etc.)
- Writing portfolios, student blogs
- Investigate the titles and other pieces available on-line (amazon/BN)
- Writing workshops
- Use MLA format across Language Arts writing
- Explore/Research technology best practices
- Grading practices
- Common writing rubrics
- Revisit final senior project

#### Explore the Possibility of Additional Resources (such as)

- Poets and Professors (guest speakers/Skype)
- Online access to Bedford St. Martin's YourCompClass portal
- Online access to Bedford St. Martin's YourWritingClass portal
- Collins Writing Program materials
- Training and resources for development of formative and summative assessments
- Supplementary texts for writing, grammar, and vocabulary instruction

**Professional Learning Plan**  
**MIDDLE SCHOOL and HIGH SCHOOL 2011-2012**  
**PHASE II** (continued)

Phase II Development of an ELA Learning Community and implement the newly adopted curriculum with Common Core and GLCE’s/HSCE’s.

The implementation team will review the Professional Learning Plan and the Phase II topics, prioritize a plan, and develop timelines.

- Development of common assessments and how this data will drive instruction
- Summer learning opportunities
- Department meetings—schedule topics
- Vertical teaming with middle and high school departments meeting once per semester
- Professional learning opportunities during designated professional development days
- February Professional Development Days Blitz
- Meet and plan with Social Studies
- Cultivate relationships with ELA instructors from local colleges and universities as a source for possible writing coaches/mentors, and guest lecturers
- Attend Professional Learning Conferences,

**Professional Development Opportunities in Literacy**  
**Sponsored by Kent ISD**

August 16-17.....Jan Chappuis .....Seven Strategies for Assessment of Learning

August 17-18.....Jeff Anderson .....The Write Guy, Grammar Instruction  
 17<sup>th</sup> Grade 6-8 Mechanically Inclined  
 18<sup>th</sup> Grades 9-12 Mechanically Inclined

September 17 .....Lester Laminack.....Explorations in Writing

December 5 .....Troy Hicks .....The Digital Writing Workshop

March 12 .....Kelly Gallagher .....Readicide, How Schools Are Killing Reading and What You Can Do About It!

April 18 .....Doug Fisher.....Literacy with Secondary Teachers and Students



Possible  
Pilots  
PILOTS  
POSSIBLE



# PHASE II

## Middle School Accomplishments

- Integrated the Common Core State Standards with the GLCE's.
- Updated 6<sup>th</sup> Grade Reading Class  
The 6th grade reading class is a course taken by the majority of 6th grade students. In the past, it has been more of an extension of 6th grade English. The class is being restructured to focus on specific reading strategies and to provide time for students to practice with these strategies.

Following the format provided by Donalyn Miller, the author of *The Book Whisperer*, students will be setting a goal for the number of books they will be reading throughout the semester. Students will be encouraged to read books from a variety of genres. Classes will begin with a mini-lesson on a specific reading strategy such as making inferences, character development, or theme. As students read, they will take note of the author's use of the specific skill being covered that day. At the end of the reading time, students will share their findings.

The main consideration in this class is the time that is needed to create the mini-lessons. The lessons will be based on predetermined skills from the GLCEs and the Common Core.

### Middle School Future Considerations

- **8th grade Reading/Writing Workshop or a Poetry Class**  
We would like to consider providing our 8th grade students the same opportunities as our 7th graders to read for pleasure and to write with the intent to publish.
- **Keyboarding Elective**  
Typing is a skill that is becoming more and more essential to our daily activities as modern people. Plus, with the Smarter Balance testing coming out in 2015, students will be required to type many of their responses. In order to be efficient, students will need to know how to type accurately and quickly. Doing so will allow them to focus their energy on the 6 Traits of Writing rather than the "presentation" of their learning, typing. Learning the proper skills and practice with typing speed will allow the process to become automatic and less of a distraction. It will be a goal of the ELA Implementation Team to explore and find creative ways to incorporate the skill.

## Research and Related Texts

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- ▶ Ivey, G. (March 2010). Texts That Matter. *Educational Leadership*, volume 67, (6). Retrieved from <http://www.ascd.org/publications/educational-leadership/mar10/vol67/num06/Texts-That-Matter.aspx>
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- ▶ Hansen, B. (March 2010). The Day Reading Became Play. *Educational Leadership*, volume 67, (6). Retrieved from <http://www.ascd.org/publications/educational-leadership/mar10/vol67/num06/The-Day-Reading-Became-Play.aspx>
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- ▶ Crow, T. (May/June 2010). Tools for Schools. National Staff Development Council, volume 13, (4). Retrieved from <http://www.learningforward.org/news/getDocument.cfm?articleID=2076>

**GRADE LEVEL:** 6<sup>th</sup> grade English

**POSSIBLE CLASS:** English

<b>OVERARCHING THEME:</b> CHANGES		
<b>ESSENTIAL QUESTIONS:</b> How does conflict effect the way a person changes? How does the way a society functions effect change? In what ways can a character change?		
	<b>READING</b>	
	<b>Literature</b>	<b>Informational Texts</b>
<b>Skills (Common Core and GLCE)</b>	<p>RL.1 Cite textual evidence to support analysis of what the text says explicitly</p> <p>RL.1 Cite the textual evidence that supports the inferences drawn from the text.</p> <p>RL.2 Determine a theme or central idea of a text how it is conveyed through particular details;</p> <p>RL.2 Provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes</p> <p>RL.3. Describe how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>RL.4 Analyze the impact of a specific word choice on meaning and tone.</p> <p>RL.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p>RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p>	<p>RI.1 Cite textual evidence to support analysis of what the text says explicitly</p> <p>RI.1 Cite the textual evidence that supports the inferences drawn from the text.</p> <p>RI.2 Determine a central idea of a text and how it is conveyed through particular details</p> <p>RI.2 Provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.6 Determine an author’s point of view or purpose in a text</p> <p>RI.6 Explain how the author's point of view is conveyed in the text.</p> <p>RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.8 Trace and evaluate the argument and specific claims in a text</p> <p>RI.8 Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>RI.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>

	<p><b>RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>GLCE</p> <p>R.N.T.06.04 Analyze literary devices such as dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme</p> <p>R.N.T.06.02 Describe how characters form opinions about one another in ways that can be fair and unfair in literature</p> <p>R.CM.06.01 Make personal connections to text</p>	<p><b>RI.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>GLCE</p> <p>R.IT.06.01 Explain how authors use text features including footnotes, bibliographies, introductions, summaries, conclusions, and appendices to enhance the understanding of central, key, and supporting ideas.</p> <p>R.CM.06.01 Make personal connections to text</p> <p>R.MT.06.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides</p>
<b>Suggested texts (primary, secondary)</b>	Stories, poems, historical novels, fantasy, R.NT.06.01 and R.NT.06.02 multicultural, contemporary, folktales, adventure, action stories (GLCE)	R.IT.06.01 Research reports, "How-to" articles, essays (GLEC)
<b>Resources</b>		
<b>Common Formal Assessments</b>	MAP, midterm, final	MAP, midterm, final
<b>Accommodation Suggestions</b>	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals

**GRADE LEVEL:** 6<sup>th</sup> grade English

**POSSIBLE CLASS:** English

<b>OVERARCHING THEME:</b> CHANGES			
<b>ESSENTIAL QUESTIONS:</b> How does conflict effect the way a person changes? How does the way a society functions effect change? In what ways can a character change?			
	<b>WRITING</b>		
	<b>Types and Purposes</b>	<b>Research</b>	<b>Technology</b>
<b>Skills</b> <b>(Common Core and GLCE)</b>	<p>-Use writing to apply the skills listed in reading literature and reading informational texts.</p> <p>-Use a variety of time frames to write (impromptu writing vs. writing that is developed over several days or weeks).</p> <p>-Identify and write for a variety of audiences and purposes.</p> <p>W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented</li> </ol> <p>W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification,</li> </ol>	<p>W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.8 Gather relevant information from multiple print and digital sources.</p> <p>W.8 Assess the credibility of each source.</p> <p>W.8 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</li> <li>Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ol> <p><b>Range of Writing</b></p> <p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) .</p>	<p>W.6 Use technology, including the Internet, to produce and publish writing.</p> <p>W.6 Use technology to interact and collaborate with others.</p> <p>W.6 Use technology to demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting</p>

	<p>comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1–3</p>		
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	above.) W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.).		
<b>Suggested texts (primary, secondary)</b>			
<b>Resources</b>			
<b>Common Formal Assessments</b>	MAP, midterm, final	MAP, midterm, final	MAP, midterm, final
<b>Accommodation Suggestions</b>	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	<b>Driven by student need, teacher discretion, the rigor of the unit, and IEP goals</b>

**GRADE LEVEL:** 6<sup>th</sup> grade English

**POSSIBLE CLASS:** English

<b>OVERARCHING THEME:</b> CHANGES			
<b>ESSENTIAL QUESTIONS:</b> How does conflict effect the way a person changes? How does the way a society functions effect change? In what ways can a character change?			
	<b>SPEAKING, LISTENING, VIEWING</b>		
	<b>Discussion</b>	<b>Presentation</b>	<b>Media</b>
<b>Skills (Common Core and GLCE)</b>	<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material</li> <li>- Explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</li> </ul> <p>SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.3 Delineate a speaker’s argument and specific</p>	<p>W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.8 Gather relevant information from multiple print and digital sources.</p> <p>W.8 Assess the credibility of each source.</p> <p>W.8 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>b. Apply grade 6 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li> </ul>	<p>W.6 Use technology, including the Internet, to produce and publish writing.</p> <p>W.6 Use technology to interact and collaborate with others.</p> <p>W.6 Use technology to demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting</p>

	<p>claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes</p> <p>SL.4 Use appropriate eye contact, adequate volume, and clear pronunciation..</p> <p>SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information</p> <p>SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.).</p>		
<b>Suggested texts (primary, secondary)</b>			
<b>Resources</b>	Literature circle blogs	Character come alive presentations,	Blogs, Collaborize Classroom
<b>Accommodation Suggestions</b>	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	<b>Driven by student need, teacher discretion, the rigor of the unit, and IEP goals</b>

**GRADE LEVEL:** 6<sup>th</sup> grade English

**POSSIBLE CLASS:** English

<b>OVERARCHING THEME:</b> CHANGES		
<b>ESSENTIAL QUESTIONS:</b> How does conflict effect the way a person changes? How does the way a society functions effect change? In what ways can a character change?		
	<b>LANGUAGE</b>	
	<b>Conventions</b>	<b>Vocabulary</b>
<b>Skills</b> <b>(Common Core and GLCE)</b>	<p><b>L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., myself, ourselves).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</li> </ul> <p><b>L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> <li>b. Spell correctly</li> </ul> <p><b>L.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/ listener interest, and style.*</li> <li>b. Maintain consistency in style and tone.*</li> </ul>	<p><b>L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</li> </ul> <p><b>L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)</li> </ul> <p><b>L.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p><b>L.6</b> Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

	<p>GLCE</p> <p>W.GR.06.01 ...and a variety of grammatical structures in writing including ...adjectives and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes</p>	
<b>Suggested texts (primary, secondary)</b>	Mechanically Inclined by Jeff Anderson	
<b>Resources</b>		
<b>Common Formal Assessments</b>	MAP, midterm, final	MAP, midterm, final
<b>Accommodation Suggestions</b>	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals

**GRADE LEVEL: 7**

**POSSIBLE CLASS: ENGLISH LANGUAGE ARTS/CHALLENGE ENGLISH LANGUAGE ARTS**

**CLA IS AN ACCELERATED VERSION OF THE ELA CURRICULUM. DIFFERENT TEXTS ARE USED TO SUPPLEMENT INSTRUCTION**

<b>OVERARCHING THEME: JOURNEYS</b>		
<b>ESSENTIAL QUESTIONS:</b> What prompts a journey? What impacts a journey? What does a journey teach you about yourself and the meaning of home or family?		
	<b>READING</b>	
	<b>Literature</b>	<b>Informational Texts</b>
<b>Skills (Common Core and GLCE)</b>	<p>RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>RL.1 Cite several pieces of textual evidence that most strongly supports the inferences drawn from the text.</p> <p>RL.2 Determine a theme or central idea of a text.</p> <p>RL.2 Analyze the theme development over the course of the text.</p> <p>RL.2 Provide an objective summary of the text.</p> <p>RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)</p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings</p> <p>RL.4 Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)</p> <p>RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL.10 By the end of the year, read and comprehend literature, including</p>	<p>RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>RI.1 Cite several pieces of evidence that most strongly supports the inferences drawn from the text.</p> <p>RI.2 Determine two or more central ideas in a text.</p> <p>RI.2 Analyze the development of central ideas over the course of the text.</p> <p>RI.2 Provide an objective summary of the text.</p> <p>RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.6 Determine an author’s point of view or purpose in a text</p> <p>RI.6 Analyze how the author distinguishes his or her position from that of others.</p> <p>RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.8 Trace and evaluate the argument and specific claims in a text.</p> <p>RI.8 Assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.9 Analyze how two or more authors writing about the same topic shape</p>

	<p>stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>GLCE:</p> <p>R.NT.07.01 identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.07.02 analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.</p> <p>R.NT.07.03 analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.</p> <p>R.NT.07.04 analyze author’s craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.</p> <p>R.IT.07.03 explain how authors use writer’s craft and text features including metaphors, similes, captions, diagrams, and appendices to enhance the understanding of central, key, and supporting ideas.</p> <p>R.CM.06.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>GLCE:</p> <p>R.MT.06.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.MT.06.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides. (READING STRATEGIES)</p>
<b>Suggested texts (primary, secondary)</b>	Elements of Literature 7 <sup>th</sup> Grade Edition text, novels, short stories, poetry, dramas	Elements of Literature 7 <sup>th</sup> Grade Edition text, articles, essays
<b>Resources</b>	Elements of Literature 7 <sup>th</sup> Grade Teacher Manual	Elements of Literature 7 <sup>th</sup> Grade Teacher Manual
<b>Common Formal Assessments</b>	Mid-term and Final Exams	Mid-term and Final Exams
<b>Accommodation Suggestions</b>	Driven by student needs, teacher discretion, rigor of unit, and IEP goals based on common core standards.	Driven by student needs, teacher discretion, rigor of unit, and IEP goals based on common core standards.

**GRADE LEVEL: 7**

**POSSIBLE CLASS: ENGLISH LANGUAGE ARTS**

<b>OVERARCHING THEME: JOURNEYS</b>			
<b>ESSENTIAL QUESTIONS:</b> What prompts a journey? What impacts a journey? What does a journey teach you about yourself and the meaning of home or family?			
<b>WRITING</b>			
	<b>Types and Purposes</b>	<b>Research</b>	<b>Technology</b>
<p><b>Skills</b> (Common Core and GLCE)</p>	<p>Use writing to apply an understanding of the skills listed in reading literature and reading informational text.</p> <p>Use a variety of time frames to write (impromptu writing vs. writing that is developed over several days or several weeks).</p> <p>Identify and write for a variety of audiences and purposes.</p> <p><b>W.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p><b>W.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p><b>W.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>W.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively.</p> <p><b>W.8</b> Assess the credibility and accuracy of each source.</p> <p><b>W.8</b> Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply grade 7 Reading standards to literature (eg., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li> <li>b. Apply 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and</li> </ul>	<p><b>W.6</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>

	<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and</p>	<p>sufficient to support the claims”).</p> <p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>GLCE:</p> <p>W.GN.07.02 write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p> <p>W.GN.07.03 formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.</p>	<p>GLCE:</p>
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	<p>reflects on the narrated experiences or events.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p> <p>GLCE:</p> <p>W.GN.07.01 write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification). W.PR.07.01 set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.07.02 apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).</p> <p>W.PR.07.03 revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are</p>		
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	<p>consistent.</p> <p>W.PR.07.04 draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.</p> <p>W.PR.07.05 proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p> <p>W.PS.07.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>		
<b>Suggested texts (primary, secondary)</b>	Elements of Literature 7th Grade Edition text	Elements of Literature 7th Grade Edition text	
<b>Resources</b>	Elements of Literature 7th Grade Edition text	Elements of Literature 7th Grade Edition text	
<b>Common Formal Assessments</b>	mid-term, final exam	mid-term, final exam	
<b>Accommodation Suggestions</b>	Driven by student needs, teacher discretion, rigor of unit, and IEP goals based on common core standards.	Driven by student needs, teacher discretion, rigor of unit, and IEP goals based on common core standards.	

**GRADE LEVEL: 7**

**POSSIBLE CLASS: ENGLISH LANGUAGE ARTS**

<b>OVERARCHING THEME: JOURNEYS</b>			
<b>ESSENTIAL QUESTIONS:</b> What prompts a journey? What impacts a journey? What does a journey teach you about yourself and the meaning of home or family?			
<b>SPEAKING, LISTENING, VIEWING</b>			
	<b>Discussion</b>	<b>Presentation</b>	<b>Media</b>
<b>Skills (Common Core and GLCE)</b>	<p><b>SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>W.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>W.2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p> <p><b>W.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>W.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>W.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations)</p>	<p>Analyze the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>

	<p>GLCE</p> <p>S.CN.07.01 adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.</p> <p>S.CN.07.02 speak effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.</p> <p>S.CN.07.03 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	GLCE:	GLCE:
<b>Suggested texts (primary, secondary)</b>	Elements of Literature 7th Grade Edition text	Elements of Literature 7th Grade Edition text	
<b>Resources</b>	Elements of Literature 7th Grade Edition text	Elements of Literature 7th Grade Edition text	
<b>Accommodation Suggestions</b>	Driven by student needs, teacher discretion, rigor of unit, and IEP goals based on common core standards.	Driven by student needs, teacher discretion, rigor of unit, and IEP goals based on common core standards.	

**GRADE LEVEL: 7**

**POSSIBLE CLASS: ENGLISH LANGUAGE ARTS**

<b>OVERARCHING THEME:</b> JOURNEYS		
<b>ESSENTIAL QUESTIONS:</b> What prompts a journey? What impacts a journey? What does a journey teach you about yourself and the meaning of home or family?		
	<b>LANGUAGE</b>	
	<b>Conventions</b>	<b>Vocabulary</b>
<b>Skills</b> <b>(Common Core and GLCE)</b>	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> </ul> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>b. Spell correctly.</li> </ul> <p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</li> </ul>	<p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>L.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym /antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul> <p>L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

	GLCE:	GLCE:
<b>Suggested texts (primary, secondary)</b>	Elements of Literature 7th Grade Edition text	Words on the Vine
<b>Resources</b>	Elements of Literature 7th Grade Edition text	Words on the Vine
<b>Common Formal Assessments</b>	Mid-term, final exam	Mid-term, final exam
<b>Accommodation Suggestions</b>	Driven by student needs, teacher discretion, rigor of unit, and IEP goals based on common core standards.	Driven by student needs, teacher discretion, rigor of unit, and IEP goals based on common core standards.

**GRADE LEVEL:** 8

**POSSIBLE CLASS:** English and Challenge Language Arts

(CLA is an accelerated version of the ELA curriculum. Different texts are used to supplement instruction.)

<b>OVERARCHING THEME:</b> COMMUNITY		
<b>ESSENTIAL QUESTIONS:</b> What does it mean to be part of a community? What does it mean to be excluded from a community? Who gets to decide what is "normal?" What is the role of individual needs versus the greater good? What does it mean to be a part of a literary community?		
	<b>READING</b>	
	<b>Literature</b>	<b>Informational Texts</b>
<b>Skills</b> <b>(Common Core and GLCE)</b>	<p>RL.1 Cite several pieces of textual evidence that most strongly supports an analysis of what the text says explicitly.</p> <p>RL.1 Cite several pieces of textual evidence that most strongly supports inferences drawn from the text.</p> <p>RL.2 Determine a theme or central idea of a text.</p> <p>RL.2 Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</p> <p>RL.2 Provide an objective summary of the text.</p> <p>RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>RL.4 Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>RL.10 By the end of the year, read and comprehend literature, including</p>	<p>RI.1 Cite several pieces of textual evidence that most strongly supports an analysis of what the text says explicitly.</p> <p>RI.1 Cite several pieces of textual evidence that most strongly supports inferences drawn from the text.</p> <p>RI.2 Determine two or more central ideas of a text.</p> <p>RI.2 Analyze their development over the course of the text, including their relationship to supporting ideas.</p> <p>RI.2 Provide an objective summary of the text.</p> <p>RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.4 Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI.6 Determine an author's point of view or purpose in a text.</p> <p>RI.6 Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.7 Evaluate the advantages and disadvantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8 Delineate and evaluate the argument and specific claims in a text.</p>

	<p>stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently</p> <p>GLCE</p> <p>R.NT.08.01 Investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.08.03 Analyze minor characters in relation to conflict.</p> <p>R.NT.08.03 Analyze the credibility of the narrator.</p> <p>R.CM.08.01 Make personal connections to texts.</p>	<p>RI.8 Assess whether the reasoning is sound and the evidence is relevant and sufficient.</p> <p>RI.8 Recognize when irrelevant evidence is introduced.</p> <p>RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>RI.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p>GLCE</p> <p>R.IT.08.02 Analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.</p> <p>R.IT.08.03 Explain how authors use text features including graphics, author's pages, prefaces, and marginal notes to enhance the understanding of central, key, and supporting ideas.</p> <p>R.CM.08.01 Make personal connections to texts.</p> <p>R.MT.08.01-02 Self-monitor comprehension when reading (reading strategies)</p>
<b>Suggested texts (primary, secondary)</b>	<p>Short stories, poems, dramas, novels</p> <p>R.NT.08.02 historical fiction, science fiction, and realistic fiction (GLCE)</p>	<p>R.IT.08.01 comparative essays, newspaper writings, technical writings, and persuasive essays (GLCE)</p>
<b>Resources</b>		
<b>Common Formal Assessments</b>	<p>MAP, midterm, final</p>	<p>MAP, midterm, final</p>
<b>Accommodation Suggestions</b>	<p>Driven by student need, teacher discretion, the rigor of the unit, and IEP goals</p>	<p>Driven by student need, teacher discretion, the rigor of the unit, and IEP goals</p>

**GRADE LEVEL:** ENG 8/CLA 8

**POSSIBLE CLASS:** English and Challenge Language Arts

<b>OVERARCHING THEME:</b> COMMUNITY			
<b>ESSENTIAL QUESTIONS:</b> What does it mean to be part of a community? What does it mean to be excluded from a community? Who gets to decide what is "normal?" What is the role of individual needs versus the greater good? What does it mean to be a part of a literary community?			
	<b>WRITING</b>		
	<b>Types and Purposes</b>	<b>Research</b>	<b>Technology</b>
<b>Skills</b> <b>(Common Core and GLCE)</b>	<p>Use writing to apply the skills listed in "Reading Literature" and "Reading Informational Texts."</p> <p>Use a variety of time frames to write (impromptu writing versus writing that is developed over several days or weeks).</p> <p>Identify and write for a variety of audiences and purposes.</p> <p><b>W.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>W.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,</p>	<p><b>W.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>W.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively.</p> <p><b>W.8</b> Assess the credibility and accuracy of each source.</p> <p><b>W.8</b> Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</li> <li>Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound</li> </ol>	<p><b>W.6</b> Use technology, including the Internet, to produce and publish writing.</p> <p><b>W.6</b> Use technology to present the relationships between information and ideas efficiently.</p> <p><b>W.6</b> Use technology to interact and collaborate with others.</p>

	<p>organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>Use precise words and phrases, relevant</li> </ol>	<p>and the evidence is relevant and sufficient to support the claims”).</p> <p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
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	<p>descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)</p>		
<b>Suggested texts (primary, secondary)</b>	W.GN.08.02 Write a historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes, and/or annotations (GLCE)	Short information articles, websites, podcasts, newscasts	
<b>Resources</b>			
<b>Common Formal Assessments</b>	MAP, midterm, final	MAP, midterm, final	MAP, midterm, final
<b>Accommodation Suggestions</b>	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	<b>Driven by student need, teacher discretion, the rigor of the unit, and IEP goals</b>

**GRADE LEVEL:** 8

**POSSIBLE CLASS:** English and Challenge Language Arts

<b>OVERARCHING THEME:</b> COMMUNITY			
<b>ESSENTIAL QUESTIONS:</b> What does it mean to be part of a community? What does it mean to be excluded from a community? Who gets to decide what is "normal?" What is the role of individual needs versus the greater good? What does it mean to be a part of a literary community?			
<b>SPEAKING, LISTENING, VIEWING</b>			
	<b>Discussion</b>	<b>Presentation</b>	<b>Media</b>
<b>Skills (Common Core and GLCE)</b>	<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study.</p> <p>b. Explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>c. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>d. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>e. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p> <p>SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant</p>	<p>SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.</p> <p>SL.4 Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>

	evidence is introduced.		
<b>Suggested texts (primary, secondary)</b>	Podcasts, audiobooks	Videos of performances	Various films
<b>Resources</b>			
<b>Accommodation Suggestions</b>	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	<b>Driven by student need, teacher discretion, the rigor of the unit, and IEP goals</b>

**GRADE LEVEL: 8**

**POSSIBLE CLASS:** English and Challenge Language Arts

<b>OVERARCHING THEME: COMMUNITY</b>		
<b>ESSENTIAL QUESTIONS:</b> What does it mean to be part of a community? What does it mean to be excluded from a community? Who gets to decide what is "normal?" What is the role of individual needs versus the greater good? What does it mean to be a part of a literary community?		
<b>LANGUAGE</b>		
	<b>Conventions</b>	<b>Vocabulary</b>
<p><b>Skills</b> (Common Core and GLCE)</p>	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ul> <p>L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul> <p>L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul> <p>GLCE</p> <p>W.GR.08.01 Dashes and ellipses</p>	<p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul> <p>L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>L.6 Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<b>Suggested texts (primary, secondary)</b>	8 <sup>th</sup> grade anthology/textbook, Elements of Writing	8th grade anthology/textbook, Elements of Writing
<b>Resources</b>		
<b>Common Formal Assessments</b>	MAP, midterm, final	MAP, midterm, final
<b>Accommodation Suggestions</b>	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals	Driven by student need, teacher discretion, the rigor of the unit, and IEP goals

# High School Curriculum

## Grades 9-12

**HIGH SCHOOL CONTENT EXPECTATIONS  
ENGLISH SEMESTERS 1-8**

- 1.1** Understand and practice writing as a recursive process.
- 1.2** Use writing, speaking, and visual expression for personal understanding and growth.
- 1.3** Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose.
- 1.4** Develop and use the tools and practices of inquiry and research — generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
- 1.5** Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work.
- 2.1** Develop critical reading, listening, and viewing strategies.
- 2.2** Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level.
- 2.3** Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
- 3.1** Develop the skills of close and contextual literary reading.
- 3.2** Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genre representing many time periods and authors.
- 3.3** Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
- 3.4** Examine mass media, film, series fiction, and other texts from popular culture.
- 4.1** Understand and use the English language effectively in a variety of contexts and settings.
- 4.2** Understand how language variety reflects and shapes experience.

**GRADE LEVEL:** 9th

**POSSIBLE CLASS:** Reg English 1

<b>OVERARCHING THEME:</b> The Human Story										
<b>ESSENTIAL QUESTIONS:</b> What is a hero? Why is critical thinking important?										
	<b>READING</b>		<b>WRITING</b>			<b>SPEAKING, LISTENING, VIEWING</b>			<b>LANGUAGE</b>	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS</b> <b>(Common Core and HSCE)</b>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid</p>	<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other</p>	<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance</p>	<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different</p>

	<p>they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape</p>	<p>and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and</p>	<p>and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>		<p>research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify</p>	<p>understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>		<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> <p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of</p>
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		<p>with the Fall of Icarus).</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing,</p>			<p>their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>				<p>words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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			<p>description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should</p>							
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			<p>demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>							
<b>SUGGESTED TEXTS (primary, secondary)</b>	<p>Holt Textbook Level 3-4</p> <p>The Odyssey by Homer</p> <p>Animal Farm by George Orwell</p> <p>Fahrenheit 451 by Ray Bradbury</p> <p>Flags of Our Fathers by James Bradley</p>	<p>Ancient Bural Practices Article--National Geographic</p>	<p>A Writer's Reference with 2009 MLA and 2010 APA Updates / Edition 6 by Diana Hacker</p>	<p>Web Quest</p>	<p>hhh</p>	<p>hh</p>	<p>hhh</p>	<p>agaga</p>	<p>Daily Grammar Practice English Department page</p>	<p>See English Department Literary Elements Handbook</p>
<b>RESOURCES</b>	<p>McDougal Littell Nextext: The Odyssey</p> <p>Selected poetry referring to The Odyssey</p> <p>The Odyssey (movie)</p> <p>O'Brother Where Art Thou (movie)</p> <p>Pleasantville (movie)</p> <p>The Truman Show (movie)</p> <p>Ray Bradbury's Fahrenheit 451: The Authorized Adaption by Tim Hamilton (graphic novel)</p>	<p>The Red Scare: Joseph Stalin DVD</p> <p>The Persuaders DVD</p>		<p>hhhh</p>	<p>Bibme.org</p> <p>citationmachine.net</p> <p><a href="http://www.calvin.edu/library/kenightcite/index.php">http://www.calvin.edu/library/kenightcite/index.php</a></p> <p>Quia.com</p>		<p>Tech cart, flipcams, jing, voicethread</p>	<p>YouTube VoiceThread Jing/Screencaster Google Docs Google Website Glogster</p>	<p>Webster's</p>	<p>Vocabulary for Achievement</p>

	"Harrison Bergeron" by Kurt Vonnegut "There Will Come Soft Rains" Ray Bradbury									
<b>COMMON FORMAL ASSESSMENTS</b>										



**ENGLISH LANGUAGE ARTS CURRICULUM**  
**High School**

**GRADE LEVEL:** 9th

**POSSIBLE CLASS:** Reg English 2

<b>OVERARCHING THEME:</b> Coming of Age										
<b>ESSENTIAL QUESTIONS:</b> What is morality? What is moral courage?										
	<b>READING</b>		<b>WRITING</b>			<b>SPEAKING, LISTENING, VIEWING</b>			<b>LANGUAGE</b>	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS</b> <b>(Common Core and HSCE)</b>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a</p>	<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by</p>	<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive</p>	<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different</p>

	<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p>characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g.,</p>	<p>counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link</p>	<p>text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>		<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement,</p>	<p>elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>		<p>to writing or presentations.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> <p>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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
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		<p>Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>			<p>and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>				<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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			<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific</p>							
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			<p>purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>							
<b>SUGGESTED TEXTS (primary, secondary)</b>	<p>The Tragedy of Romeo and Juliet by William Shakespeare</p> <p>To Kill a Mockingbird by Harper Lee</p>	<p>Harper Lee Biographies</p> <p>William Shakespeare Biographies</p> <p>Globe Theater informational packet</p>	<p>A Writer's Reference with 2009 MLA and 2010 APA Updates / Edition 6 by Diana Hacker</p>	<p>Web Quest</p>					<p>Daily Grammar Practice English Department page</p>	<p>See English Department Literary Elements Handbook</p>
<b>RESOURCES</b>	<p>Franko Zeffirelli version of The Tragedy of Romeo and Juliet. (movie)</p> <p>To Kill a Mockingbird (with Gregory Peck) movie</p>	<p>Unitedstreaming video-Intro to Shakespeare</p> <p>Unitedstreaming video-What is Tragedy?</p>			<p>Bibme.org</p> <p>citationmachine.net</p> <p><a href="http://www.calvin.edu/library/nightcite/index.php">http://www.calvin.edu/library/nightcite/index.php</a></p> <p>Quia.com</p>		<p>Tech cart, flipcams, jing, voicethread</p>	<p>YouTube</p> <p>VoiceThread</p> <p>Jing/Screencaster</p> <p>Google Docs</p> <p>Google Website</p> <p>Glogster</p>	<p>Webster's</p>	<p>Vocabulary for Achievement</p>
<b>COMMON FORMAL ASSESSMENTS</b>										



**ENGLISH LANGUAGE ARTS CURRICULUM**  
**High School**

**GRADE LEVEL:** 10

**POSSIBLE CLASS:** English 3; English 3

<b>OVERARCHING THEME:</b> Identity										
<b>ESSENTIAL QUESTIONS:</b> How do I discover the truth about others?										
	<b>READING</b>		<b>WRITING</b>			<b>SPEAKING, LISTENING, VIEWING</b>			<b>LANGUAGE</b>	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS (Common Core and HSCE)</b>	<p>RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL 9-10.3 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or</p>	<p>RI 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI 9-10.4 Determine the meaning of words and phrases as they are used in a text, including</p>	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>o Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>o Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>o Use words, phrases, and clauses to link the</li> </ul>	<p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8 RESEARCH OR TECH? Gather relevant information from multiple authoritative print and digital sources, using</p>	<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.6 RESEARCH OR TECH? Gather relevant information from multiple authoritative print and digital</p>	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under</p>	<p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience,</p>	<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>[HSCE: Media Features</p> <ul style="list-style-type: none"> <li>• Camera and lighting</li> <li>• Color and special effects</li> <li>• Music]</li> </ul>	<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>o Use parallel structure.*</li> <li>o Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey</li> </ul>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or</p>

	<p>informal tone).</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>[HSCE: Narrative Text/Fiction (NT)</p> <ul style="list-style-type: none"> <li>• poetry</li> <li>• drama</li> <li>• creative fiction</li> </ul> <p>Literary Nonfiction (LNF)</p> <ul style="list-style-type: none"> <li>• creative nonfiction</li> <li>• autobiography/biography/memoir</li> <li>• critical/analytical response to literature</li> <li>• diary and journal</li> <li>• goal setting</li> <li>• letter to the editor</li> <li>• personal narrative</li> <li>• reflective essay</li> <li>• speech</li> <li>• summary</li> <li>• writing portfolio reflection]</li> </ul>	<p>figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI 9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI 9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>[HSCE: Literary Nonfiction (LNF)</p> <ul style="list-style-type: none"> <li>• Essays, memoirs, biographies, commentaries, advertising, letters]</li> </ul>	<p>major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> <li>o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>o Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>o Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>o Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or</li> </ul>	<p>advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>[HSCE: Research and Inquiry Process Activities</p> <ul style="list-style-type: none"> <li>• Use research to solve problems, provide criteria, and generate new knowledge</li> <li>• Engage in ethical, credible and reliable research</li> <li>• Develop a research plan and carry it out</li> <li>• Generate topics, seeking information from multiple perspectives and sources</li> <li>• Analyze information for relevance, quality, and reliability</li> <li>• Connect the</li> </ul>	<p>sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify,</li> </ul>	<p>and task.</p>		<p>specific meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul> <p>L.9-10.3 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.</p> <ul style="list-style-type: none"> <li>o Write and</li> </ul>	<p>phrase.</p> <ul style="list-style-type: none"> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>L.9-10.5 Demonstrate understanding of figurative language, word</p>
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			<p>other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> <li>o Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>o Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>o Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of</p>	<p>information to present a coherent structure and argument</p> <ul style="list-style-type: none"> <li>• Select modes of presentation</li> <li>• Recognize the contribution to collective knowledge]</li> </ul>		<p>verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>[HSCE: Speaking Activities</p> <ul style="list-style-type: none"> <li>• response groups</li> <li>• work teams</li> <li>• discussion groups</li> <li>• committee participation</li> <li>• book talks</li> <li>• literature circles</li> <li>• formal presentations</li> <li>• multi-media presentations ]</li> </ul>			<p>edit work so that it conforms to the guidelines in a style manual</p>	<p>relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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		<p>view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing</p>							
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			<p>on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>							
<b>SUGGESTED TEXTS (primary, secondary)</b>	Our Twisted Hero, Lord of the Flies, In the Time of the Butterflies, Maus, The Merchant of Venice, Much Ado About Nothing, Twelfth Night, The Martian Chronicles, Persepolis (animated); Big Fish (film), poetry	<p>“Hope, Despair and Memory” by Elie Wiesel (1997); William Golding Nobel Prize Address</p> <p>Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources)</p>	Collins Writing Program: Improving Student Performance	Personal interviews, primary documents		Handheld devices	Podcasts, recorded/broadcast lectures, music		Garner's American Usage; Hacker Handbook; Tuft Syntax as Style	Vocabulary for Achievement, Jim Burke's Academic Vocabulary, Department vocabulary list, Dept. webpage

		written for a broad audience.								
<b>RESOURCES</b>	Novels, handouts, Elements of Literature 4 <sup>th</sup> Course, iPad, video, news articles, blogs, HRW Test Generator	Novels, handouts, Elements of Literature 4 <sup>th</sup> Course, iPad, video, news articles, blogs, HRW Test Generator	Bedford St. Martin's Grammarly, Teacher pages, English Dept. webpage,			Moodle Forum, Blogspot, Skype	Tech cart, Flip cams	LMC resources, television, podcasts, Skype, movie clips, multimedia presentations, blogs, webpages, music, works of art, digital stories, advertisements, multimedia genre, video streaming	Bedford St. Martin's, English Department Webpage, Grammarly, "No Excuse List,"	Quia, Quizlet, Grammarly
<b>COMMON FORMAL ASSESSMENTS</b>										Quia Quizzes



**ENGLISH LANGUAGE ARTS CURRICULUM**  
**High School**

**GRADE LEVEL:** 10

**POSSIBLE CLASS:** English 4; English 4

<b>OVERARCHING THEME:</b> Identity										
<b>ESSENTIAL QUESTIONS:</b> How do I discover and communicate the truth about myself?										
	<b>READING</b>		<b>WRITING</b>			<b>SPEAKING, LISTENING, VIEWING</b>			<b>LANGUAGE</b>	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS (Common Core and HSCE)</b>	<p>RL 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL 9-10.3 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and</p>	<p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify</p>	<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description,</p>	<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>• Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</li> <li>• Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the</li> </ul>	<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL. 9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>[HSCE: Media Features</p> <ul style="list-style-type: none"> <li>• Camera and lighting</li> <li>• Color and special effects</li> <li>• Music]</li> </ul>	<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>o Use parallel structure.*</li> <li>o Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific</li> </ul>	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and</p>

	<p>place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature</p> <p>RL.9-10.8. (Not applicable to literature)</p> <p>RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>[HSCE: Narrative Text/Fiction (NT)</p> <ul style="list-style-type: none"> <li>• poetry</li> <li>• drama</li> <li>• creative fiction</li> </ul> <p>Literary Nonfiction (LNF)</p> <ul style="list-style-type: none"> <li>• creative nonfiction</li> <li>• autobiography/biography/memoir</li> <li>• critical/analytical response to literature</li> <li>• diary and journal</li> <li>• goal setting</li> <li>• letter to the editor</li> </ul>	<p>false statements and fallacious reasoning.</p> <p>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>[HSCE: Informational Text Organizational Patterns</p> <ul style="list-style-type: none"> <li>- Compare/contrast</li> <li>- Cause/effect</li> <li>- Problem/solution</li> <li>- Fact/opinion</li> <li>- Theory/evidence</li> </ul> <p>Features</p> <ul style="list-style-type: none"> <li>• Information in sidebars (tables, graphs, statistical evidence) related to text</li> <li>• Outline of thesis and supporting details using titles, headings, subheadings, and sidebars</li> <li>• Selected format (e.g., brochure, blogs) to influence the message]</li> </ul>	<p>reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>					<p>meanings and add variety and interest to writing or presentations.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> <p>L.9-10.3 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.</p> <p>o Write and edit work so</p>	<p>correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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	<ul style="list-style-type: none"> <li>• personal narrative</li> <li>• reflective essay</li> <li>• speech</li> <li>• summary</li> <li>• writing portfolio reflection]</li> </ul> <p>RL 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>								<p>that it conforms to the guidelines in a style manual</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>SUGGESTED TEXTS</b> (primary, secondary)</p>	<p>The Absolutely True Diary of a Part-time Indian, Their Eyes Were Watching God, Much Ado About Nothing, Twelfth Night, Elements of Literature 4<sup>th</sup> Course, poetry</p>	<p>Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and</p>		<p>Personal interviews, primary documents, Hacker Handbook</p>			<p>Podcasts, recorded/broadcast lectures, music</p>	<p>Film, music, advertisements, blogs, works of art, video streams, digital stories</p>	<p>Garner's American Usage; Hacker Handbook; Tuft Syntax as Style</p>	<p>Vocabulary for Achievement, Jim Burke's Academic Vocabulary, Department vocabulary list, Dept. webpage</p>

		historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.								
<b>RESOURCES</b>	Novels, handouts, Elements of Literature 4th Course, iPad, video, news articles, blogs, HRW Test Generator	Novels, handouts, Elements of Literature 4th Course, iPad, video, news articles, blogs, HRW Test Generator	Bedford St. Martin's Grammarly, Teacher pages, English Dept. webpage,			Handheld devices, Moodle Forum, Blogspot, Skype	Tech cart, Flip cams	LMC resources, television, podcasts, Skype, movie clips, multimedia presentations, blogs, webpages, music, works of art, digital stories, advertisements, multimedia genre, video streaming	Bedford St. Martin's, English Department Webpage, Grammarly, "No Excuse List,"	Quia, Quizlet, Grammarly
<b>COMMON FORMAL ASSESSMENTS</b>										Quia quizzes



**ENGLISH LANGUAGE ARTS CURRICULUM**  
**High School**

**GRADE LEVEL: 11**

**POSSIBLE CLASS: Regular English 5**

<b>OVERARCHING THEME:</b> Our connection to our American heritage										
<b>ESSENTIAL QUESTIONS:</b> What are our American origins? How have we changed as a culture? What will we become?										
	<b>READING</b>		<b>WRITING</b>			<b>SPEAKING, LISTENING, VIEWING</b>			<b>LANGUAGE</b>	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS</b> <b>(Common Core and HSCE)</b>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s</p>	<p>1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of</p>	<p>1. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that</p>	<p>1. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>2. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,</p>	<p>1. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>2. Make strategic use of digital</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage,</p>	<p>1. 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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

	<p>the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Demonstrate knowledge of eighteenth-, nineteenth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>makes points clear, convincing, and engaging.</p> <p>4. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>5. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.</p> <p>6. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>	<p>knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding</p>	<p>each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation..</p>	<p>limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize</p>	<p>alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>4. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Garner's Modern American Usage) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise</p>
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			<p>comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>			<p>comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>			<p>meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>4. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p>
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			<p>purpose, and audience.</p> <p>4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>5. Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 11 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grade 11 Reading standards to literary nonfiction</p> <p>6. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>							<p>independence in gathering vocabulary</p> <p>knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>SUGGESTED TEXTS</b> (primary, secondary)</p>	<p>Holt Elements of Literature 5<sup>th</sup> course</p> <p>The Crucible</p> <p>The Adventures of</p>	<p>Holt Elements of Literature 5<sup>th</sup> course</p>	<p>English Department webpage</p> <p>Teachers' webpages</p>	<p>English Department webpage</p> <p>Teachers' webpages</p>	<p>English Department webpage</p> <p>Teachers'</p>	<p>Vocabulary for achievement</p> <p>Extra vocabulary lists pertaining to</p>				

	Huckleberry Finn Ethan Frome				webpages	webpages	webpages	webpages	webpages	certain pieces of literature
<b>RESOURCES</b>	The Crucible DVD				Quia Open Office Microsoft Word Google Docs					
<b>COMMON FORMAL ASSESSMENTS</b>							tech. carts, flip cameras	LMC resources, television, movie clips, multimedia presentations		Quia



**ENGLISH LANGUAGE ARTS CURRICULUM**  
**High School**

**GRADE LEVEL:** 11th

**POSSIBLE CLASS:** English 5 Honors (American Literature / AP Language) First Semester

<b>OVERARCHING THEME:</b> Finding our uniquely American Voice Self within/without Society										
<b>ESSENTIAL QUESTIONS:</b> What is American Individualism? What is an American? What is the American Dream?										
	<b>READING</b>		<b>WRITING</b>			<b>SPEAKING, LISTENING, VIEWING</b>			<b>LANGUAGE</b>	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS</b> <b>(Common Core and HSCE)</b>	<p>* RL.11-12.1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>*RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>*RL.11-12.3 Analyze the impact of the author's choices regarding how to</p>	<p>Key Ideas and Details</p> <p>•RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>•RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>•RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific</p>	<p>Text Types and Text Types and Purposes</p> <p>•W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>oIntroduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>oDevelop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a</p>	<p>Research to Build and Present Knowledge</p> <p>•W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>•W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;</p>	<p>*Google Applications: docs, presentations, blogs</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Comprehension and Collaboration</p> <p>•SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>oCome to discussions prepared, having read and researched</p>	<p>Presentation of Knowledge and Ideas</p> <p>•SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>*Integrate powerpoint, digital images, YouTube clips, etc into presentation</p> <p>*Viewing film adaptations of literature</p> <p>*Viewing informational films such as biographical films on authors, academic films on literary periods</p>	<p>•Conventions of Standard English</p> <p>•L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>oApply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>oResolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's</p>	<p>Knowledge of Language</p> <p>•L.11-12.3. 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.</p> <p>oVary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when</p>

	<p>develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).          Craft and Structure          RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)          RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.          RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).          Integration of Knowledge and Ideas</p>	<p>individuals, ideas, or events interact and develop over the course of the text.          Craft and Structure          •RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).          •RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.          •RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.          Integration of Knowledge and Ideas          •RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,</p>	<p>manner that anticipates the audience's knowledge level, concerns, values, and possible biases.          oUse words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.          oEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.          oProvide a concluding statement or section that follows from and supports the argument presented.          •W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.          oIntroduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables),</p>	<p>assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.          •W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.          oApply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).          oApply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g.,</p>		<p>material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.          oWork with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.          oPropel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.          oRespond thoughtfully to diverse perspectives; synthesize comments,</p>	<p>•SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.          •SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.          The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>		<p>Dictionary of English Usage, Garner's Modern American Usage) as needed.          • L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          o Observe hyphenation conventions.          o Spell correctly.</p>	<p>reading.          • L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.          o Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.          o Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).          o Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech,</p>
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	<p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.11-12.10. By the end of grade 11 read and comprehend literature, including stories, dramas, and poems, in the grades RL.11-12.11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>•RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>•RI.11-12.10. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Range of Reading and Level of Text Complexity</p> <p>•RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the</p>	<p>and multimedia when useful to aiding comprehension.</p> <p>oDevelop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>oUse appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>oUse precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>oEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>oProvide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>•W.11-12.3. Write narratives to develop real or imagined experiences or events</p>	<p>in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>		<p>claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>•SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>•SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and</p>				<p>its etymology, or its standard usage.</p> <p>oVerify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>•L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>oInterpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>oAnalyze nuances in the meaning of words with similar denotations.</p> <p>•L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when</p>
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		range.	<p>using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>oEngage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>oUse narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>oUse a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>oUse precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>oProvide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>			tone used.				considering a word or phrase important to comprehension or expression.
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			<p>Distribution of Writing</p> <ul style="list-style-type: none"> <li>•W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>•W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>•W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul> <p>Range of Writing</p> <ul style="list-style-type: none"> <li>• W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</li> </ul>							
<p><b>SUGGESTED TEXTS</b> (primary, secondary)</p>	<p>William Shakespeare: Hamlet Alex Haley and Malcolm X: The Autobiography of Malcolm X Narrative of the Life of</p>	<p>Primary: Holt's Elements of Literature, 5<sup>th</sup> Course Bedford St. Martin's</p>	<p>Collins Writing Program: Improving Student Performance Through Writing and Thinking</p>	<p>Research and Documentation Online 5<sup>th</sup> Edition by Diana Hacker and Barbara Fister</p>						

	<p>Frederick Douglass Mark Twain: The Adventures of Huckleberry Finn Walt Whitman: "Song of Myself" Emily Dickinson: various poems Edgar Allen Poe: "The Tell-Tale Heart" Ambrose Bierce: "The Occurrence at Owl Creek Bridge" Stephen Crane: "The Bride Comes to Yellow Sky" Jack London: "To Build a Fire" Nathaniel Hawthorne: The Scarlet Letter Charlotte Perkins Gilman: "The Yellow Wallpaper" Willa Cather: "A Wagner Matinee" Kate Chopin: The Awakening and "The Story of an Hour" F. Scott Fitzgerald: The Great Gatsby</p> <p>Secondary Texts: Willa Cather: "A Wagner Matinee" Edith Wharton: Ethan Frome, "Roman Fever"</p>	<p>The Language of Composition Ralph Waldo Emerson: "Self-Reliance," "Nature" Henry David Thoreau: excerpts from Walden and from "Civil Disobedience" Secondary: James Baldwin: The Fire Next Time Martin Luther King, Jr. : various speeches and "Letter from Birmingham Jail"</p>	<p>Bedford St. Martin's The Language of Composition</p>							
<b>RESOURCES</b>	<p>*Viewing film adaptations of literature *Viewing informational films such as biographical films on authors, academic films on literary period</p>	<p>Primary: Holt's Elements of Literature, 5th Course Bedford St. Martin's The Language of Composition American Romantic Paintings of the Hudson River School</p>	<p>A whole range of online resources from Bedford St.Martins</p> <p>MLA Style Manual Collins Writing Aids Writing aids on teacher webpageartins</p>	<p>Bedford St. Martin's A Writer's Reference by Diana Hacker Symbaloo, Diigo research bookmarking tools</p>	<p>Google Apps: blogs, documents,</p>	<p>blogs, discussion threads, comments on blog posts, collaborative google documents</p>	<p>Teacher webpage PowerPoint Prezi "Presentation Zen" digital cameras flip cameras posterboard/large paper, markers,</p>	<p>The full range of internet resources: academic sites, presentation formats and models</p>	<p>MLA Style Manual Bedford St. Martin's A Writer's Reference by Diana Hacker</p>	<p>Vocabulary for Achievement, The "Rice Game" and other digital games The assigned literature</p>

		<p>as visual representations of Romantic attitudes and concerns</p> <p>*Viewing informational films such as biographical films on authors, academic films on literary periods, digital college lectures</p>					etc			
<b>COMMON FORMAL ASSESSMENTS</b>										



**ENGLISH LANGUAGE ARTS CURRICULUM**  
**High School**

**GRADE LEVEL: 11**

**POSSIBLE CLASS: Regular English 6**

<b>OVERARCHING THEME:</b> Our connection to our American heritage										
<b>ESSENTIAL QUESTIONS:</b> How have we changed as an American culture? What will we become?										
	<b>READING</b>		<b>WRITING</b>			<b>SPEAKING, LISTENING, VIEWING</b>			<b>LANGUAGE</b>	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS</b> <b>(Common Core and HSCE)</b>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s</p>	<p>1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of</p>	<p>1. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that</p>	<p>1. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>2. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,</p>	<p>1. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>2. Make strategic use of digital</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage,</p>	<p>1. 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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>

	<p>introduced and developed).  4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.  5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.  8. Demonstrate</p>	<p>of the text.  4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text  5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  8. By the end of grade 11, read and comprehend literary</p>	<p>knowledge level, concerns, values, and possible biases.  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.  2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding</p>	<p>each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation..</p>	<p>limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas.  b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  d. Respond thoughtfully to diverse perspectives; synthesize</p>	<p>alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.  3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  4. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Garner's Modern American Usage) as needed.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions.  b. Spell correctly.</p>	<p>2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or</p>
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	<p>knowledge of early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>9. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end.</p>	<p>comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>			<p>comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>			<p>clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>4. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level;</p>
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			<p>purpose, and audience.</p> <p>4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>5. Draw evidence form literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 11 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grade 11 Reading standards to literary nonfiction</p> <p>6. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>							<p>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>SUGGESTED TEXTS</b> (primary, secondary)</p>	<p>Holt Elements of Literature 5th course The Great Gatsby The Old Man and the Sea</p>	<p>Holt Elements of Literature 5th course Night</p>	<p>English Department Webpage Teachers' webpages</p>	<p>English Department Webpage Teachers' webpages</p>	<p>English Department Webpage Teachers'</p>	<p>Vocabulary for Achievement Extra vocabulary lists pertaining</p>				

	The Catcher in the Rye A River Runs Through It				webpages	webpages	webpages	webpages	webpages	to certain pieces of literature
<b>RESOURCES</b>	The Great Gatsby DVD A River Runs Through It DVD	Biography DVD on Hemingway and Fitzgerald			Quia Open Office Microsoft Word Google Docs					
<b>COMMON FORMAL ASSESSMENTS</b>							Tech cart, Flip cameras	LMC resources, television, movie clips, multimedia presentations		Quia



**ENGLISH LANGUAGE ARTS CURRICULUM**  
**High School**

**GRADE LEVEL:** 11th

**POSSIBLE CLASS:** English 6 Honors (American Literature / AP Language) Second Semester

<b>OVERARCHING THEME:</b> Finding our uniquely American Voice Self within/without Society										
<b>ESSENTIAL QUESTIONS:</b> How did modernization result in isolation and disillusionment in early American 20 <sup>th</sup> century? What is an American? What is the American Dream? How well does literature reveal truth?										
	<b>READING</b>		<b>WRITING</b>			<b>SPEAKING, LISTENING, VIEWING</b>			<b>LANGUAGE</b>	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS</b> <b>(Common Core and HSCE)</b>	* RL.11-12.1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. *RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. *RL.11-12.3 Analyze the impact of the author's choices regarding how to	Key Ideas and Details •RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. •RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. •RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific	Text Types and Text Types and Purposes •W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. oIntroduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. oDevelop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a	Research to Build and Present Knowledge •W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. •W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;	*Google Applications: docs, presentations, blogs Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Comprehension and Collaboration •SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. oCome to discussions prepared, having read and researched	Presentation of Knowledge and Ideas •SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	*Viewing film adaptations of literature *Viewing informational films such as biographical films on authors, academic films on literary periods	•Conventions of Standard English •L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. oApply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. oResolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's	Knowledge of Language •L.11-12.3. 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. oVary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when

	<p>develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).          Craft and Structure          RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)          RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.          RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).          Integration of Knowledge and Ideas</p>	<p>individuals, ideas, or events interact and develop over the course of the text.          Craft and Structure          •RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text          •RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.          •RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.          Integration of Knowledge and Ideas          •RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or</p>	<p>manner that anticipates the audience's knowledge level, concerns, values, and possible biases.          oUse words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.          oEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.          oProvide a concluding statement or section that follows from and supports the argument presented.          •W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.          oIntroduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables),</p>	<p>assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.          •W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.          oApply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).          oApply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g.,</p>		<p>material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.          oWork with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.          oPropel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.          oRespond thoughtfully to diverse perspectives; synthesize comments,</p>	<p>•SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.          •SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.          The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>		<p>Dictionary of English Usage, Garner's Modern American Usage) as needed.          •L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.          oObserve hyphenation conventions.          oSpell correctly.</p>	<p>reading.          •L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.          oUse context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.          oIdentify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).          oConsult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or</p>
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	<p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>RL.11-12.9 Demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.11-12.10. By the end of grade 11 read and comprehend literature, including stories, dramas, and poems, in the grades</p> <p>RL.11-12.11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>solve a problem.</p> <p>•RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning, use of rhetoric in texts such as Kennedy's Inaugural Address</p> <p>Range of Reading and Level of Text Complexity</p> <p>•RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>and multimedia when useful to aiding comprehension.</p> <p>oDevelop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>oUse appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>oUse precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>oEstablish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>oProvide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>•W.11-12.3. Write narratives to develop real or imagined experiences or events</p>	<p>in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>		<p>claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>•SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>•SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and</p>				<p>its standard usage.</p> <p>o Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>• L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>o Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>o Analyze nuances in the meaning of words with similar denotations.</p> <p>• L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when</p>
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			<p>using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>oEngage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>oUse narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>oUse a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>oUse precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>oProvide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> <p>Production and</p>			tone used.				<p>considering a word or phrase important to comprehension or expression.</p>
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			<p>Distribution of Writing</p> <ul style="list-style-type: none"> <li>•W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>•W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>•W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul> <p>Range of Writing</p> <ul style="list-style-type: none"> <li>•W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</li> </ul>							
<p><b>SUGGESTED TEXTS</b> (primary, secondary)</p>	<p>Ernest Hemingway: The Sun Also Rises, The Old Man and the Sea and selected short stories William Faulkner: “A</p>	<p>Primary: Holt’s Elements of Literature, 5<sup>th</sup> Course Bedford St. Martin’s</p>	<p>Collins Writing Program: Improving Student Performance Through Writing and</p>	<p>Research and Documentation Online 5<sup>th</sup> Edition by Diana Hacker and Barbara Fister</p>						

	<p>Rose for Emily” and “Barn Burning”</p> <p>Selected poetry by T. S. Eliot ("The Love Song of J. Alfred Prufrock, "The Hollow Men," "Preludes") Ezra Pound, William Carlos Williams, Wallace Stevens, E. E. Cummings, Robert Frost</p> <p>Selected Contemporary Poets since 1940</p> <p>John Steinbeck: The Grapes of Wrath</p> <p>Arthur Miller: Death of a Salesman</p> <p>Tennessee Williams: A Streetcar Named Desire</p> <p>Kurt Vonnegut: Cat’s Cradle or Slaughterhouse-Five</p> <p>Toni Morrison: Beloved or Song of Solomon "</p>	<p>The Language of Composition</p> <p>James Baldwin essays</p> <p>John Kennedy's Inaugural Address</p>	<p>Thinking</p> <p>Bedford St. Martin's The Language of Composition</p>							
<b>RESOURCES</b>	<p>*Viewing film adaptations of literature</p> <p>*Viewing informational films such as biographical films on authors, academic films on literary periods</p>	<p>*Viewing informational films such as biographical films on authors, academic films on literary periods, digital college lectures</p> <p>Primary:</p> <p>Holt’s Elements of Literature, 5th Course</p> <p>Bedford St. Martin's The Language of Composition</p> <p>Modern Art from Marcel Duchamp, Picasso, Matisse as visual representations of modernist attitudes and concerns</p>	<p>A whole range of online resources from Bedford St.Martins</p> <p>MLA Style Manual</p> <p>Collins Writing Aids</p> <p>Writing aids on teacher webpage</p>	<p>Bedford St. Martin's A Writer's Reference by Diana Hacker</p> <p>Symbaloo, Diigo</p> <p>research bookmarking tools</p>		<p>blogs, discussion threads, comments on blog posts, collaborative google documents</p>	<p>PowerPoint</p> <p>Prezi</p> <p>"Presentation Zen"</p> <p>digital cameras</p> <p>flip cameras</p> <p>posterboard/large paper, markers, etc.</p>		<p>MLA Style Manual</p> <p>Bedford St. Martin's A Writer's Reference by Diana Hacker</p>	<p>Vocabulary for Achievement,</p> <p>The "Rice Game" and other digital games</p> <p>The assigned literature</p>

<b>COMMON FORMAL ASSESSMENTS</b>										
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**ENGLISH LANGUAGE ARTS CURRICULUM**  
**High School**

**GRADE LEVEL:** 12

**POSSIBLE CLASS:** Regular English 7

<b>OVERARCHING THEME:</b> Our connection to the world										
<b>ESSENTIAL QUESTIONS:</b> What are our origins? How are cultures created? How are cultures blended?										
	<b>READING</b>		<b>WRITING</b>			<b>SPEAKING, LISTENING, VIEWING</b>			<b>LANGUAGE</b>	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS</b> <b>(Common Core and HSCE)</b>	<p>1. Cite strong and thorough textual evidence to support analysis of what the textsays explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>3. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on</p>		<p>1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete</p>	<p>1. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any</p>	<p>1. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe</p>	<p>1. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>2. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,</p>	<p>1. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's</p>	<p>1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts</p>

	<p>meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p>4. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>		<p>details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>3. Develop and strengthen writing as needed by planning, revising, editing,</p>	<p>one source and following a standard format for citation.</p>		<p>and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial,</p>	<p>adequate volume, and clear pronunciation.</p> <p>3. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>		<p>Modern American Usage) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p> <p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
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			rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			political) behind its presentation.				3. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>SUGGESTED TEXTS (primary, secondary)</b>	Excerpts from Beowulf "The Seafarer" 1984 by George Orwell Selected Canterbury Tales by Geoffrey Chaucer Selected Ballads from the Middle Ages Excerpts from "Sir Gawain and the Green Knight" Excerpts from "Morte d'Arthur" The Bluest Eye Selected Renaissance poetry Macbeth McDougal, Douglass Anthology		English Department webpage Teachers' webpages Writing coursepack	English Department webpage Teachers' webpages Writing Coursepacks	English Department webpage Teachers' webpages Writing Coursepack	English Department webpage	English Department webpage	English Department webpage		
<b>RESOURCES</b>	Excaliber Monty Python's Holy Grail Macbeth	Youtube--"The Danger of a Single Story" Excerpt from Dateline			Quia Open office Microsoft Word		tech cart, flip cameras	LMC resources, television, movi clips	English Department webpage	Vocabulary for Achievement Extra vocabulary lists pertaining to

					Google docs					certain pieces
<b>COMMON FORMAL ASSESSMENTS</b>										Quia



**ENGLISH LANGUAGE ARTS CURRICULUM**  
**High School**

**GRADE LEVEL:** 12

**POSSIBLE CLASS:** Regular English 8

<b>OVERARCHING THEME:</b> Our connection to the world										
<b>ESSENTIAL QUESTIONS:</b> What is our place in the world? How do we interact with those around the world?										
	<b>READING</b>		<b>WRITING</b>			<b>SPEAKING, LISTENING, VIEWING</b>			<b>LANGUAGE</b>	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS</b> <b>(Common Core and HSCE)</b>	<p>1. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text</p> <p>2. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>3. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p> <p>3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied</p>	<p>1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;</p>	<p>1. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by</p>	<p>1. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</p> <p>2. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,</p>	<p>1. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>2. Make strategic use of digital</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references.</p> <p>2. Demonstrate command of the</p>	<p>1. 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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>2. Determine or</p>

	<p>choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p> <p>4. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>5. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>6. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>4. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging</p> <p>5. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>6. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing,</p>	<p>assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve</p>	<p>alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>4. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>	<p>media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find</p>
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			<p>rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience reflection, and research.</p> <p>6. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction</p> <p>7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			<p>contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>				<p>the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase</p> <p>3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>4. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for</p>
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										reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>SUGGESTED TEXTS (primary, secondary)</b>	McDougal Little Anthology Selected Romantic, Victorian poetry The Kite Runner by Khalid Hosseini The Bean Trees by Barbara Kingsolver Selected short stories from the 20 <sup>th</sup> century Selected poetry from the 20 <sup>th</sup> Century	Selected essays from the Age of Reason Selected essays from the Victorian Age Selected essays from the 20 <sup>th</sup> Century	English Department Webpage Teachers' webpages	English Department Webpage Teachers' webpages	English Department Webpage Teachers' webpages	English Department Webpage Teachers' webpages	English Department Webpage Teachers' webpages	English Department Webpage Teachers' webpages	English Department Webpage Teachers' webpages	Vocabulary for achievement Extra vocabulary lists pertaining to certain pieces of literature
<b>RESOURCES</b>					Quia Open office Microsoft Word Google docs					
<b>COMMON FORMAL ASSESSMENTS</b>							tech carts, flip cameras	LMC resources, television, movie clips		Quia

**GRADE LEVEL:** 12th

**POSSIBLE CLASS:** Creative Writing

**OVERARCHING THEME:** Creative Writing as an integral part of written expression.

**ESSENTIAL QUESTIONS:** The course centers upon the importance of the image and strives to cultivate a way of seeing and writing which draws writer and reader together through vivid imagery, precise diction, sound patterns, and figurative language. Students learn to see that principals of creative writing apply to all kinds of writing and communication.

	READING		WRITING			SPEAKING, LISTENING, VIEWING			LANGUAGE	
	Literature	Informational Texts	Types & Purposes	Research	Technology	Discussion	Presentation	Media	Conventions	Vocabulary
<b>SKILLS</b> <b>(Common Core and HSCE)</b>	<p>Key Ideas and Details:</p> <p>RL1:Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Examples: The study of poetry emphasizes the ability to support an interpretation of a poem by citing lines and phrases and allusions which support the interpretation.</p> <p>RL2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an</p>	<p>Creative Writing focuses upon fictional stories, plays and poetry. However, we do discuss the historical and/or cultural contexts for certain pieces of literature. Examples: the political context of Robert Lowell's "For the Union Dead," Walt Whitman's poetry in light of the Civil War.</p>	<p>Text Types and Purposes:</p> <p>W3: Write narratives , poetry, plays and short stories to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a: When writing stories and plays, engage and orient the reader by setting out a problem or situation, moving through rising action to climax and then to denouement. When writing poetry, engage and orient the reader through concrete specific images, figurative language, word arrangement and placement upon the page. Examples: the whole curriculum of Creative Writing</p>	<p>Production and Distribution of Writing:</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Examples: Writing the fairy tale focuses explicitly upon following the particular conventions of this genre. The writing of the fairy tale helps students to appreciate how an organizational structure and specific conventions aid in the creation of a particular type of creative writing.</p> <p>W5. Developing writing by planning, revising, editing, rewriting, or trying a</p>	<p>W6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback. Examples: students create individual blogs and write all of their pieces using Google documents.</p>	<p>Comprehension and collaboration:</p> <p>SL1. Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively. Examples: Creative Writing is a discussion-workshop based class where we daily discuss our responses to professionally produced selections as well as student produced work. SL1a-c are all</p>	<p>Presentation of knowledge and Ideas:</p> <p>SL6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. Our class mini Poetry Out Loud unit meets this standard. Using the Poetry Out Loud website, students self-select a poem to memorize and present to the class. Students also volunteer to read poetry aloud and to perform in their own original 1-act plays.</p>	<p>SL5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest. Students create and use blogs to present some of their written work to a wider audience. The ability to embed visuals, audio and video into blog posts and pages enhances students' ability to</p>	<p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>In Creative Writing we discuss the function and purpose of grammar, punctuation, capitalization and spelling and discuss the reasons why a given poet might break the</p>	<p>L3. 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. Our study of poetry and short stories lend themselves to direct discussion of syntactical choices and rhetorical effects of a writer's particular language choices.</p>

	<p>objective summary of the text. Examples: We work explicitly on how writers develop theme and use writers such as Hemingway, O'Connor, O'Brien as models for our own short story writing. Students are expected to explain how they develop at least one theme in their own short story.</p> <p>RL 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Examples: students make "foldable notes" outlining how writers assemble the elements of the short story and the play. We study these components explicitly, then aim to utilize them in our own stories and 1-act plays.</p> <p>Craft and Structure:</p> <p>RL 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) Examples: Daily</p>		<p>emphasizes the W3 standard (a-e). Specific poem and story assignments explicitly require students to meet W3.</p>	<p>new approach. Examples: grading of poetry in Creative Writing class is based upon a draft, revision, polish, publish model which expects students to understand writing as a process.</p>		<p>addressed routinely in Creative Writing.</p>		<p>share and hold the interest of their audience. During the poet project unit, students make individual poet pages on a class poet project wiki. These wiki pages create a visually and auditorilly enhanced collection of pertinent poet information and a mini anthology of poetry for all to share and enjoy.</p>	<p>standard rules of grammar and style. We discuss the impact of breaking grammatical rules in our own poetry. Students are expected to adhere to accepted Language standards in the writing of their short stories, fairy tales, and 1-act plays.</p>	
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	<p>emphasis is placed on understanding, evaluating and using effective voice (diction, imagery, syntax, figurative language, tone) in the reading and writing of poetry, short fiction, and short drama.</p> <p>RL5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. Examples: Using canonical and contemporary writers' works as our models, we study the rhetorical strategies of writers and seek to model our own writing on their examples.</p> <p>RL 6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. Examples: Understanding inference is essential to effective creative writing. We discuss and work on developing subtlety and ambiguity in our writing.</p> <p>Range of Reading and Level of Complexity:</p> <p>RL10: By the end of Creative Writing, read and comprehend poetry in the grades 11-12 text complexity band with support from the</p>									
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	instructor.									
<b>SUGGESTED TEXTS (primary, secondary)</b>	A range of poetry including texts by Robert Frost, E. E. Cummings, Emily Dickinson, and other prominent and lesser known American and world poets. These poems are culled from a variety of sources and discussed with particular poem lessons.									
<b>RESOURCES</b>	Internet Resources: The American Academy of Poets (poets.org), The Poetry Foundation, Poetry Out Loud									
<b>COMMON FORMAL ASSESSMENTS</b>	Students are assessed on their writing through annotated instructor comments and peer feedback.									