

KANE AREA SCHOOL DISTRICT



K-8 English Language Arts Curriculum 2026

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Kindergarten English Language Arts

Statement of Organization:

This course is designed to serve students who have completed the objectives of preschool language arts. This planned course is designed to build a foundation to enable kindergarten students to read. Emphasis is given to phonics as well as word recognition and meaning using literature and interactive activities. This course also integrates written and oral expression as well as penmanship for all kindergarten students. This document complies with the Pennsylvania Common Core Standards for the Language Arts.

Expected Levels of Achievement:

Students are expected to master the objectives taught by achieving at least seventy-seven percent (77%) on all graded forms of assessment.

Methods of Evaluation:

Student competence will be assessed with one or more of the following methods:

- demonstration
- drill and practice
- presentations (oral/written)
- teacher observation
- performance tasks
- teacher-made tests
- classroom discussions
- benchmark assessments

Estimated Instructional Time: Kindergarten language arts classes will be instructed for a minimum of 90 min 5 days a week.

Technology Integration:

In addition to print resources, students will use technology (Smartboards, Chromebooks) when available and applicable to achieve learning goals and generate products in conjunction with the standards.

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	CC.1.1.K.A	Utilize book handling skills.	Book Handling/ Directionality/ Tracking	180 days
	CC.1.1.K.B	Demonstrate understanding of the organization and basic features of print. - Follow words left to right, top to bottom, and page by page. - Recognize that spoken words are represented in written language by specific sequences of letters. - Understand that words are separated by spaces in print. - Recognize and name all uppercase and lowercase letters of the alphabet.	Print Concepts/ Directionality/ Tracking	180 days
	CC.1.1.K.C	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Recognize and produce rhyming words. - Count, pronounce, blend, and segment syllables in spoken words. - Blend and segment onsets and rimes of single-syllable spoken words. - Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three phoneme (CVC) words.	Phonological Awareness	180 days
	CC.1.1.K.D	Know and apply grade-level phonics and word analysis skills in decoding words. - Demonstrate basic knowledge of one-to-one letter-sound correspondence. - Associate the long and short sounds with common spellings for the five major vowels. - Read grade-level high-frequency sight words with automaticity. - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Phonemic Awareness Vowels Automaticity	180 days
Reading Literature: Students read and respond to	CC.1.3.K.A	With prompting and support, retell familiar stories including key details.	Theme	180 days
	CC.1.3.K.B	Answer questions about key details in a text.	Text Analysis	180 days
	CC.1.3.K.C	With prompting and support, identify characters, settings, and major events in a story.	Literary Elements	180 days

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	CC.1.3.K.D	Name the author and illustrator of a story and define the role of each in telling the story.	Point of View	2-4 times per 10-day
	CC.1.3.K.E	Recognize common types of text.	Text Structure	2-4 times per 10-day
	CC.1.3.K.F	Ask and answer questions about unknown words in a text.	Vocabulary	2-4 times per 10-day
	CC.1.3.K.G	Make connections between the illustrations and the text in a story (read or read aloud).	Sources of Information	2-4 times per 10-day
	CC.1.3.K.H	Compare and contrast the adventures and experiences of characters in familiar stories.	Text Analysis	2-4 times per 10-day
	CC.1.3.K.I	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	Vocabulary Acquisition and Use	Once per quarter
	CC.1.3.K.K	Actively engage in group reading activities with purpose and understanding.	Range of Reading	2-4 times per 10-day 180 days
Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making	CC.1.2.K.A	With prompting and support, identify the main idea and retell key details of text.	Main Idea	2-4 times per 10-day
	CC.1.2.K.B	With prompting and support, answer questions about key details in a text.	Text Analysis	180 days
	CC.1.2.K.C	With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.	Text Analysis	Once per quarter
	CC.1.2.K.E	Identify parts of a book (title, author) and parts of a text (beginning, end, details).	Text Structure	180 days
	CC.1.2.K.F	With prompting and support, ask and answer questions about unknown words in a text.	Vocabulary	180 days

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
connections among ideas and between texts with focus on textual evidence.	CC.1.2.K.G	Answers questions to describe the relationship between illustrations and the text in which they appear.	Diverse Media	2-4 times per 10-day
	CC.1.2.K.H	With prompting and support, identify the reasons an author gives to support points in a text.	Evaluating Arguments	2–3 times per year
	CC.1.2.K.I	With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.	Vocabulary Acquisition and Use	2–4 times per year
	CC.1.2.K.K	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	Vocabulary Acquisition	2-4 times per 10-day
	CC.1.2.K.L	Actively engage in group reading activities with purpose and understanding.	Range of Reading	180 days
Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	CC.1.4.K.A	Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.	Informative/Explanatory	180 days
	CC.1.4.K.B	Use a combination of drawing, dictating, and writing to focus on one specific topic.	Focus	180 days
	CC.1.4.K.C	With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	Content Organization	180 days
	CC.1.4.K.D	Make logical connections between drawing and dictation/writing.	Style	180 days
	CC.1.4.K.E	With prompting and support, illustrate using details and dictate/write using descriptive words.	Conventions of Language	180 days
	CC.1.4.K.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. - Capitalize first word in sentence and pronoun I.	Opinion/Argumentative Focus	180 days

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
		- Recognize and use end punctuation. - Spell simple words phonetically.	Content	
	CC.1.4.K.G	Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	Organization	2-4 times per 10-day
	CC.1.4.K.H	Form an opinion by choosing between two given topics.	Opinion/Argumentative - Conventions of Language	2-4 times per 10-day
	CC.1.4.K.I	Support the opinion with reasons.	Narrative	2-4 times per 10-day
	CC.1.4.K.J	Make logical connections between drawing and writing.	Focus	180 days
	CC.1.4.K.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. - Capitalize first word in sentence and pronoun I. - Recognize and use end punctuation. - Spell simple words phonetically.	Content	180 days
			Organization	
			Style	
	CC.1.4.K.M	Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	Production and Distribution of Writing	2-4 times per 10-day
		Establish who and what the narrative will be about.		
	CC.1.4.K.N	Describe experiences and events.	Technology Publication	2-4 times per 10-day
	CC.1.4.K.O		Conducting Research	2-4 times per 10-day
	CC.1.4.K.P	Recount 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.	Credibility, Reliability, and Validity of Sources	2-4 times per 10-day unit
			Range of Writing	

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	CC.1.4.K.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. - Capitalize first word in sentence and pronoun I. - Recognize and use end punctuation. - Spell simple words phonetically.		180 days
	CC.1.4.K.T	With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		2-4 times per 10-day unit
	CC.1.4.K.U	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.		Quarter 4
	CC.1.4.K.V	Participate in individual or shared research projects on a topic of interest.		Quarter 4
	CC.1.4.K.W	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.		2-4 times per 10-day
	CC.1.4.K.X	Write routinely over short time frame		180 days
Speaking and Listening:	CC.1.5.K.A	Participate in collaborative conversations with peers and adults in small and large groups.	Collaborative Discussion	2-4 times per 10-day
Students present appropriately in formal speaking situations, listen critically, and respond	CC.1.5.K.B	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Critical Listening	2-4 times per 10-day
	CC.1.5.K.C	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Evaluating Information	2-4 times per 10-day
	CC.1.5.K.D	Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	Purpose, Audience, and Task	2-4 times per 10-day
			Presentation of Knowledge and Ideas – Context	

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
intelligently as individuals or in group discussions.	CC.1.5.K.E	Speak audibly and express thoughts, feelings, and ideas clearly.		2-4 times per 10-day
	CC.1.5.K.G	Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	Conventions of Standard English	2-4 times per 10-day

First Grade English Language Arts

Statement of Organization:

This course is designed to serve students who have completed the objectives of kindergarten language arts. This planned course emphasizes decoding analysis and application to develop understanding of written text for all first-grade students. Additionally, this course integrates written and oral expression, spelling, grammar and penmanship for all first-grade students. This document complies with the Pennsylvania Common Core Standards for the Language Arts.

Expected Levels of Achievement:

Students are expected to master the objectives taught by achieving at least seventy-seven percent (77%) on all graded forms of assessment.

Methods of Evaluation:

Student competence will be assessed with one or more of the following methods:

- demonstration
- presentations (oral/written)
- teacher observation
- standardized tests
- performance tasks
- teacher-made tests
- classroom discussions
- benchmark assessments

Estimated Instructional Time: First grade language arts classes will be instructed for a minimum of 120 min 5 days a week.

Technology Integration:

In addition to print resources, students will use technology (Smartboards, Chromebooks) when available and applicable to achieve learning goals and generate products in conjunction with the standards.

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
CC.1.1: Foundation al skills	<u>ELA.EE.RF: Reading Foundational Skills</u> CC.1.1: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.1.1.B CC.1.1.1.C CC.1.1.1.D CC.1.1.1.E	CC.1.1.1.B Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence. CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). - Distinguish long from short vowel sounds in spoken single-syllable words. - Count, pronounce, blend, and segment syllables in spoken and written words. - Orally produce single-syllable words, including consonant blends and digraphs. - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. - Add or substitute individual sounds (phonemes) in one-syllable words to make new words. CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words. - Identify common consonant digraphs, final-e, and common vowel teams. - Decode one and two-syllable words with common patterns. - Read grade-level words with inflectional endings. - Read grade-appropriate irregularly spelled words. CC.1.1.1.E Read with accuracy and fluency to support comprehension: - Read on-level text with purpose and understanding. - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Sentence Period Main idea Topics Facts Accuracy Fluency Comprehension Syllables Phonemes Short vowel Consonant Blends Digraph Decoding Final -e Long vowel Short vowel	180 days concurrent with the standards
CC.1.3 Literature Text	<u>ELA.EE.RL: Reading Literature</u> CC.1.3: Students read and respond	CC.1.3.1.A Retell stories including key details and demonstrate understanding of their ventral message or lesson. • ELA.EE.RL.1.2 With guidance and support, recount major events in familiar stories. CC.1.3.1.B Ask and answer questions about key details in a text.	Retell Key details Comprehension Characters Setting Plot	170 days concurrent with the standards

	to works of literature – with emphasis on comprehension, making connections among ideas between text with focus on textual evidence. CC.1.3.1.A CC.1.3.1.B CC.1.3.1.C CC.1.3.1.D CC.1.3.1.E CC.1.3.1.F CC.1.3.1.G CC.1.3.1.H CC.1.3.1.K	• ELA.EE.RL 1.1 Identify details in familiar stories. CC.1.3.1.C Describe characters, settings, and major events in a story, using key details. • ELA.EE.RL.1.3 Identify characters and settings in a familiar story. CC.1.3.1.D Identify who is telling the story at various points in a text. CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. • ELA.EE.RL.1.5 With guidance and support, identify a text as telling a story. CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • ELA.EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story. CC.1.3.1.G Use illustrations and details in a story to describe characters, settings, or events. CC.1.3.1.H Compare and Contrast the adventures and experiences of characters in stories. CC.1.3.1.K Read and comprehend literature on grade-level, reading independently and proficiently. • Actively engage in shared reading for a clearly stated purpose.	Details Illustrations Compare Contrast	
	<u>ELA.EE.L:</u> <u>Language</u> CC.1.3: Students read and respond to works of literature – with emphasis on comprehension, making	CC.1.3.1.I Determine of clarify the meaning of unknown and multiple-meaning word and phrases based on 1st grade level reading and content. • ELA.EE.L.1.4.a Demonstrate understanding of words used in everyday routines. CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	Respond Retell Comprehension Connections	170 days concurrent with the standards

	connections among ideas between text with focus on textual evidence. CC.1.3.1.I CC.1.3.1.J			
CC.1.2 Informational Text	<u>ELA.EE.RI: Reading Informational Text</u> CC.1.2: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between text with focus on textual evidence. CC.1.2.1.A CC.1.2.1.B CC.1.2.1.C CC.1.2.1.E CC.1.2.1.F CC.1.2.1.G CC.1.2.1.H CC.1.2.1.I CC.1.2.1.L	CC.1.2.1.A Identify the main idea and retell key details of text. • ELA.EE.RI.1.2 With guidance and support, identify details related to the topic of a text. CC.1.2.1.B Ask and answer questions about key details in a text. • ELA.EE.RI.1.1 Identify details in familiar text. CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text. CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text. • ELA.EE.RI.1.5 Locate the front cover, back cover, and title page of a book. CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas. • Distinguish between words and illustrations in a text. • Identify illustrations or objects/tactual information that go with a familiar text. CC.1.2.1.H Identify the reasons an author gives to support points in a text. CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Main idea Retell Key details Comprehension Text features Front cover Back cover Title page Clarify Illustrations Details Author Similarities Differences	170 days concurrent with the standards

		ELA.EE.RI.1.10 Actively engage in shared reading of informational text.		
	<u>ELA.EE.L: Language</u> CC.1.2: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between text with focus on textual evidence. CC.1.2.1.J CC.1.2.1.K	CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 1st grade level reading and content. Demonstrate understanding of words used in everyday routines.	Clarify Comprehension Connections	170 days concurrent with the standards
CC.1.4 Writing	<u>ELA.EE.W: Writing</u> CC.1.4: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4.1.A CC.1.4.1.B	CC.1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information. - ELA.EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it. CC.1.4.1.B Identify and write about one specific topic. CC.1.4.1.C Develop the topic with two or more facts. CC.1.4.1.D Group information and provide some sense of closure. CC.1.4.1.E Choose words and phrases for effect. CC.1.4.1.G Write opinion pieces on familiar topics. - ELA.EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it. CC.1.4.1.H Form an opinion by choosing among given topics.	Audience Perspective Informative Explanatory Topic Facts Closure Opinion Narrative Sequencing Details Research Retell	180 days concurrent with the standards

	CC.1.4.1.C CC.1.4.1.D CC.1.4.1.E CC.1.4.1.G CC.1.4.1.H CC.1.4.1.I CC.1.4.1.J CC.1.4.1.M CC.1.4.1.N CC.1.4.1.O CC.1.4.1.P CC.1.4.1.T CC.1.4.1.U CC.1.4.1.V CC.1.4.1.W CC.1.4.1.X	CC.1.4.1.I Support the opinion with reasons related to the opinion. CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure. CC.1.4.1.M Write narratives to develop real or imagined experiences or events. • ELA.EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it. CC.1.4.1.N Establish who and what the narrative will be about. CC.1.4.1.O Include thoughts and feelings to describe experiences and events. CC.1.4.1.P Recount two or more appropriate sequences events using temporal words to signal event order and provide some sense of closure. CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. CC.1.4.1.V Participate in individual or shared research and writing projects. CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question. CC.1.4.1.X 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.		
	<u>ELA.EE.L: Language</u> CC.1.4: Students write for different purposes and	CC.1.4.1.F, CC.1.4.1.L, & CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. - Capitalize dates and names of people. - Use end punctuation; use commas in dates and words in series. - Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	Capitalization Punctuation Nouns Pronouns Verbs Adjectives Prepositions	180 days concurrent with the standards

	audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4.1.F CC.1.4.1.K CC.1.4.1.L CC.1.4.1.Q CC.1.4.1.R	• ELA.EE.L.1.1.a Write letters from own name. • ELA.EE.L.1.1.b Use frequently occurring nouns in communication. • ELA.EE.L.1.1.c Use frequently occurring plural nouns in communication. • ELA.EE.L.1.1.d With guidance and support, use familiar personal pronouns (e.g., I, me, and you). • ELA.EE.L.1.1.e Use familiar present tense verbs. • ELA.EE.L.1.1.f With guidance and support, use familiar frequently occurring adjectives. (e.g., big, hot). • ELA.EE.L.1.1.i With guidance and support, use common prepositions: on, off, in, out. • ELA.EE.L.1.1.j With guidance and support, use simple question words (interrogatives) (e.g., who, what). • ELA.EE.L.1.2.b With guidance and support during shared writing, put a period at the end of a sentence. • ELA.EE.L.1.2.d With guidance and support, use letters to create words. • ELA.EE.L.1.2.e With guidance and support during shared writing, identify the letters that represent sounds needed to spell words. CC.1.4.1.K & CC.1.4.1.Q Use a variety of words and phrases. • ELA.EE.L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.	Interrogatives Period	
CC.1.5 Speaking and Listening	<u>ELA.EE.SL:</u> <u>Speaking and</u> <u>Listening</u> CC.1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups. • ELA.EE.SL.1.1.a Engage in multiple turn exchanges with supportive adults. • ELA.EE.SL.1.1.b Build on comments or topics initiated by an adult. • ELA.EE.SL.1.1.c Uses one or two words to ask questions related to personally relevant topics. CC.1.5.1.B 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. CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • ELA.EE.SL.1.3 Communicate confusion or lack of understanding ("I don't know.").	Clarification Key details Respond	180 days concurrent with the standards

	CC.1.5.1.A CC.1.5.1.B CC.1.5.1.C CC.1.5.1.D CC.1.5.1.E CC.1.5.1.F CC.1.5.1.G	CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E Produce complete sentences when appropriate to task and situation. CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.		
Printing	Students demonstrate printing skills efficiently from memory.	Physical Skills 2.1 Physical Approaches and Skill Development Students will demonstrate physical development needed for writing. Each student will: - Use a correct and efficient pencil grip for writing. - Stabilize paper with non-writing hand while writing. - Position writing paper appropriately. - Maintain sitting posture for writing. Printing Skills 2.2 Letter Skills Students demonstrate skills in printing letters and number skills from memory. Each student will: - Demonstrate correct formation of letters and numbers. - o Start capital letters at the top. - o Start numbers at the top. - o Start lowercase letters (except d and e) at the top. - o Follow standard formation sequence for letters and numbers. - Orient letters and numbers correctly (without reversals) - Place letters and numbers on a baseline (within 1/16" above or below) - Write letters, numbers, and symbols in a grade-appropriate size. - Follow the writing guidelines of various styles of paper (double and single lines)	Descending letter Tall letter Magic c Capital letter Lowercase Uppercase Period Word (finger) space Pencil grip Helper hand Numbers Baseline Double line Single line Triple line	180 days concurrent with the standards

Second Grade English Language Arts

Statement of Organization:

This course is designed to serve students who have completed the objectives of first grade language arts. Additionally, this curriculum integrates written and oral expressions, grammar, spelling, and penmanship for all students in second grade. This document complies with the Pennsylvania Common Core Standards for Language Arts.

Expected Levels of Achievement:

Students are expected to master the objectives taught by achieving at least seventy-seven percent (77%) on all graded forms of assessment.

Methods of Evaluation:

Student competence will be assessed with one or more of the following methods:

- demonstration
- presentations (oral/written)
- teacher observation
- standardized tests
- performance tasks
- teacher-made tests
- classroom discussions
- benchmark assessments

Estimated Instructional Time: Third grade language arts classes will be instructed for a minimum of 120 min 5 days a week.

Technology Integration:

In addition to print resources, students will use technology (Smartboards, Chromebooks) when available and applicable to achieve learning goals and generate products in conjunction with the standards.

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
		E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: "Story" means narration of events told through the text types of story, drama, or poem.		
Literature Text Point of view	E03.A-C.2.1 Demonstrate understanding of craft and structure in literature. CC.1.3.2.D	E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. Note: "Story" means narration of events told through the text types of stories, drama, or poem. *ELA.EE.RL.2.6 Identify the speakers in a dialogue.	Point of view	6-day cycle (varies)
Connection among text	E03.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts. CC.1.3.2.H	E03.A-C.3.1.1 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). Note: "Stories" means narration of events told through text types of stories, dramas, or poems. *ELA.EE.RL.2.9 Identify similarities between two episodes in a story.	Compare and contrast Story element	1 st quarter 6-day cycles 1-4 quarter
	E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. CC.1.3.2.F	E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use context as a clue to the meaning of a word or phrase. b) 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). c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Clarifying Homograph Prefix Suffix Root word Synonyms antonyms	All quarters

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	CC.1.3.2.I CC.1.3.2.J	E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b) Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered). *ELA.EE.L.2.4.a Demonstrate knowledge of new vocabulary drawn from reading and content areas. *ELA.EE.L.2.4.d Identify the words comprising compound words. *EE.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.		
E03.B Informational Text	E03B-K.1.1 Demonstrate understanding of key ideas and details in informational texts. CC.1.2.2.B CC.1.2.2.A CC.1.2.2.C	E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.3 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. EE.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar text. EE.RI.2.2 Identify the topic of the text. EE.RI.2.6 Identify the role of the author and the illustrator. EE.RI.2.3 Identify individuals, events, or details in an informational text.	Central idea Main idea Details Sequence Cause/effect	2 nd quarter
	E03.B-C.2.1 Demonstrate understanding of craft and structure in	E03.B-C.2.1.1 Explain the point of view from which a text is written. E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.	Point of view Text features Heading Charts Graphs	2 nd quarter

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	informational texts. CC.1.2.2.E	*EE.RI.2.5 Identify details in informational text or its graphic representations.	captions	
	E03.B-C-3.1 Demonstrate understanding of connections within, between, and/or among informational texts. CC.1.2.2.H CC.1.2.2.I CC.1.2.2.G	E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topics. E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). *EE.RI.2.8 Identify points the author makes in an informational text. *EE.RI.2.9 Identify a common element between two texts on the same topic. *EE.RI.2.7 Identify illustrations or objects/tactual information that go with a text.	Comparing Cause/effect Sequencing text features maps photographs illustrations	6-day cycles 6-day cycles
	E03.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts. CC.1.2.2.F CC.1.3.2.J CC.1.3.2.K	E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use context as a clue to the meaning of a word or phrase. b) 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). c) Determine the meaning of general academic and domain-specific words and phrases used in a text. d) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.	Clarifying Homographs Pre/suffix Root word Synonyms Antonyms Homophones Categories Idioms	6-day cycle Varies with stories

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
		a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b) Distinguish shades of meaning among related words (e.g., knew, believed suspected, heard, wondered). *EE.RI.2.4 Identify words related to a topic of a text. *EE.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities. *EE.RL.2.10 Actively engage in shared reading of stories and poetry for clearly stated purposes.	Synonym Antonym	Varies with stories
E03.D Conventions of Standard English (Writing)	E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage. CC.1.4.2.F CC.1.4.2.L CC.1.4.2.R	E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. E03.D.1.1.2 Form and use regular and irregular plural nouns. E03.D.1.1.3 Use abstract nouns (e.g. childhood). E03.D.1.1.4 Form and use regular and irregular verbs. E03.D.1.1.5 Form and use simple verb tenses (e.g. I walked, I walk, I will walk). E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. E03.D.1.1.8 Use coordinating and subordinating conjunctions. E03.D.1.1.9 Produce simple, compound, and complex sentences. *EE.L.2.1.b Use common nouns (e.g., mom, dad, boy, girl) in communication *EE.L.2.1.c Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them).	Pronouns Verbs Verb tenses Regular/irregular Adjectives Noun Plural nouns Possessive noun Subject/predicate Comparing Adjectives Adverbs Conjunctions Simple/Compound /Complex Sentences	Each skill 7-10 days

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
		*EE.L.2.1.d Use frequently occurring verbs. Use frequently occurring adjectives.		
	E03.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. CC.1.4.2.F CC.1.4.2.L CC.1.4.2.R *See APPENDIX A for a list of the year's spelling words	E03.D.1.2.1 Capitalize appropriate words in titles. E03.D.1.2.2 Use commas in addresses. E03.D.1.2.3 Use commas and quotation marks in dialogue. E03.D.1.2.4 Form and use possessives. E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiling, cryings, happiness). *EE.L.2.1.a Produce all upper case letters. *EE.L.2.1.b Use common nouns (e.g., mom, dad, boy, girl) in communication. *EE.L.2.1.c Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). *EE.L.2.1.d Use frequently occurring verbs. *EE.L.2.1.e Use frequently occurring adjectives *EE.L.2.1.f Combine two or more words together in communication. *EE.L.2.2.a With guidance and support, capitalize the first letter of familiar names. *EE.L.2.2.d Identify printed rhyming words with the same spelling pattern. *EE.L.2.2.e Consult print in the environment to support reading and spelling. E03.D.1.2.6 Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Capitalization' commas quotation marks singular noun plural noun irregular noun possessive adjectives double consonant ending rules	1st quarter Yearly 7-10 days each
	E03.D.2.1 Use knowledge of language and its conventions. CC.1.4.2.E	E03.D.2.1.1 Choose words and phrases for effect.	Idioms Similes Personification Figurative language synonyms	7-10 days

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
		- Place letters and numbers on a baseline (within 1/16" above or below) - Write letters, numbers, and symbols in a grade-appropriate size. - Follow the writing guidelines of various styles of paper (double and single lines) <u>Letter Skills</u> Students demonstrate cursive writing skills efficiently from memory. Each student will: - Form lowercase letters correctly. - Form capital letters correctly. - Place letters on a baseline (within 1/16" above or below) - Write letters in a grade-appropriate size E. Follow the writing guidelines of various styles of paper (single lines) <u>Connection Skills</u> Students join letters using standard, efficient connections to form words. Each student will: - Demonstrate correct baseline connections, maintaining letter integrity 1. Connect baseline ending to baseline start (e.g., t to e) 2. Connect baseline ending to midline start (e.g., c to a) - Demonstrate correct high connections, maintaining letter integrity 1. Connect a high ending to midline start (e.g., o to u) 2. Connect a high ending letter to baseline start (e.g., w to h, b to r) - Use appropriate spacing between connected letters (close together, NOT overlapping with only connections touching) - Cross and dot appropriate letters after completing connected letters E. Demonstrate correct connections from capital letters 1. Write signature in cursive using correct connections 2. Use correct connections for proper nouns	Magic c Bump Travel away Tow letters Lower case Uppercase Cursive Travel up End with a a tow Spacing Connecting Cross the t Dot the I,j	2-4 quarter

Kane Area Elementary School Second-Grade Spelling Lists

Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Phonics Focus Skill(s)	Short vowels A, i	Short vowels O, u, e	Long a, i	Long o, u	Blends beginning	Blends end
	Apple insect	Octopus Umbrella	Bake the Cake In a While Crocodile	Phone Home Huge cube		King with a ring
List Words -Challenge word (bonus)	sad dig jam glad list win flat if fix rip kit mask *sandwich	wet job hug rest spot mud left help plum nut net hot *lunch	cake mine plate size ate grape prize wipe race line pile rake *while	doze nose use pole close cute woke mule rode joke tune home *wrote	spin clap grade swim place last test skin drag glide just stage *climb	next end camp sank sing drink hunt stand long stamp pond bring *friend
Sentence	Henry is glad he has a dog.	I help with the job.	She put the cake on the plate.	The cat has a cute nose.	I just want to swim!	We camp next to the pond.

Lesson	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
Phonics Focus Skill(s)	Digraphs Th,sh,wh, ch	Long a Ai, ay	Long e Ee, ea	Long o O, oa, ow	Long i I, igh, y	Long e Spelled y
	Theo has a thimble on his thumb Sherry shines her shoes Chipmunk Chooses cheese	Train in the rain May I play	Time for tea See the tree	Goat in a boat Blow the snow	Bright light Fly in the sky	Silly, happy puppy
List Words	dish than chest such thin push shine chase white while these flash *catch	pay wait paint train pail clay tray plain stain hay gray away *birthday	free teach teeth please beach wheel team speak sneeze sheep meaning weave *between	own most soap float both know loan goat flow loaf throw coach *ocean	night kind spy child light find right high wild July fry sigh *behind	happy pretty baby very puppy funny carry lucky only sunny penny city *sorry
-Challenge word (bonus)	I put the dish in the chest.	I spilled my paint and left a stain.	Let me teach at the beach.	We use milk from a goat to make soap.	I love warm nights in July.	You have a very happy baby!

Lesson	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
Phonics Focus Skill(s)	ar	Or, ore	er	Ir, ur	Oo, ew, ue	Oo like book
	Start the car	Corn for the horse	Bigger batter	Girl in a whirl Nurse with a purse	Zoom to the moon Blue glue Stew	Look at the book
List Words	car dark arm star park yard party hard farm start part spark *carpet	horn story fork Score store corn morning shore short born tore forget *force	father over under herd water verb paper cracker offer cover germ master *remember	twirl church purse third curl firm bird fur nurse girl hurt thirst *purple	root crew spoon few bloom grew room you stew boost scoop flew *balloon	took books foot hoof cook nook hood wood stood shook crook cookbook *bookcase
-Challenge word (bonus)	We had to start the car to drive to the farm.	The man will buy corn at the store.	Wash your hands with water to get rid of germs.	The girl in third grade went to the nurse.	I need a spoon to scoop the soup.	The children took some books to the woods.

Lesson	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24
Phonics Focus Skill(s)	Ow, ou	Oy, oi	Doubles, ck	Short vowel -ed -ing	Drop e Add ing, ed	Change y>i Add es, ed
	Brown cow Shout out loud	Boil Boy with a toy				
List Words	cow house town shout down mouse found loud brown ground pound flower *pounce	boy join coin toy oil foil enjoy spoil annoy boil joy soy *royal	rock black trick kick spill dress sell neck add spell stuck class *across	running clapped stopped hopping batted selling pinned cutting sitting rubbed missed grabbed *wrapped	liked using riding chased spilled making closed hoping baked hiding standing asked *teasing	story stories bury buried baby babies fry fried candy candies study studied *carried
-Challenge word (bonus)	We found a mouse on the ground!	The boy got a toy with his coin.	The class is full of kids.	The players stopped running.	They baked a cake using milk.	We read the babies some stories.

Lesson	Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29	Lesson 30
Phonics Focus Skill(s)	Add s, es	Aw, al, o	Soft c & ph	Suffixes ly, ful	Prefixes re, un	Contractions
		See saw	Mice on ice Pheasant takes a photo with a phone			
List Words	hens eggs ducks bikes boxes wishes dresses names bells stamps dishes grapes *fences	tall saw dog draw call fall soft paw ball yawn log small *awful	phone lace graph spice photo twice gopher cent city ice space place *dolphin	helpful sadly hopeful thankful slowly wishful kindly useful safety painful mouthful weakly *quickly	unhappy retell untangle unkind repaint refill unlike remake unpack reread unlock replay *rewrite	I'm don't isn't can't we'll it's I've didn't you're that's wasn't you've *wouldn't
-Challenge word (bonus)	I put the boxes of eggs in my cart.	Can you draw a small dog?	I took a photo of the city on my phone.	Our teacher was thankful we made it home safely.	I hope you're not unhappy that we had to repaint the house.	I'm happy that it's a nice day.

Lesson	Lesson 31	Lesson 32	Lesson 33	Lesson 34	Lesson 35	Lesson 36
Phonics Focus Skill(s)	Compound Words	Homophones	Long a review	Long i review	Long o review	Long e review
List Words	cannot pancake maybe baseball playground someone myself classroom sunshine outside upon nothing *nobody	meet meat week weak mane main tail tale be bee too two *through	aim snail bay braid ray always gain chain wave gate face cave *contain	sly shy bright fright try thigh might right why reply comply dry *knight	groan roast bowls crow owe grown snow below cloak coal toad soak *arrow	seated keeps speed seen means clean green peace meal three stream seal *cheese
-Challenge word (bonus)	We play baseball outside in the sunshine.	I will meet you on Main Street next week.	The snail is always by the bay.	I'm too shy to be in the bright light.	The crow will eat the roast out of a bowl.	I have never seen you clean that seat.

Third Grade English Language Arts

Statement of Organization:

This course is designed to serve students who have completed the objectives of second grade language arts. Additionally, this curriculum integrates written and oral expression, grammar, spelling, and penmanship for all students in the third grade. This document complies with the Pennsylvania Common Core Standards for the Language Arts.

Expected Levels of Achievement:

Students are expected to master the objectives taught by achieving at least seventy-seven percent (77%) on all graded forms of assessment.

Methods of Evaluation:

Student competence will be assessed with one or more of the following methods:

- demonstration
- presentations (oral/written)
- teacher observation
- standardized tests
- performance tasks
- teacher-made tests
- classroom discussions
- benchmark assessments

Estimated Instructional Time: Third grade language arts classes will be instructed for a minimum of 120 min 5 days a week.

Technology Integration:

In addition to print resources, students will use technology (Smartboards, Chromebooks) when available and applicable to achieve learning goals and generate products in conjunction with the standards.

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
E03.A Literature Text	E03.A-K.1.1 Demonstrate understanding of key ideas and details in literature. CC.1.3.3.A CC.1.3.3.B CC.1.3.3.C	E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.A-K.1.1.2 Recount poems, dramas, or 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. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: "Story" means narration of events told through the text types of stories, drama, or poem.	Characters setting problem important events solution poem stanza myth moral or lesson traits narrative	With every story cycle
	E03.A-C.2.1 Demonstrate understanding of craft and structure in literature. CC.1.3.3.D	E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. Note: "Story" means narration of events told through the text types of stories, drama, or poem.	Point of view first person third person pronouns	2 nd quarter, discuss with each story cycle after introducing
	E03.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts. CC.1.3.3.H	E03.A-C.3.1.1 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). Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	Compare contrast similarities differences	Once a quarter with a paired teacher story or other sources

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	E03.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. CC.1.3.3.F CC.1.3.3.I CC.1.3.3.J	E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use context as a clue to the meaning of a word or phrase. b) 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). c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b) Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	Clarify context clues suffix prefix affix base/root word shades of meaning figurative language exaggeration hyperbole	1 st quarter is clarifying, and throughout different story cycles and grammar book
E03.B Information al Text	E03B-K.1.1 Demonstrate understanding of key ideas and details in informational texts. CC.1.2.3.B CC.1.2.3.A CC.1.2.3.C	E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.3 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.	Main idea details topic sentence scientific sequence chain sequence cause & effect	Through story cycles, expository texts, with science/social studies texts
	E03.B-C.2.1 Demonstrate understanding of craft and structure in	E03.B-C.2.1.1 Explain the point of view from which a text is written. E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.	Point of view first person third person pronouns	Each story cycle after introducing point of view

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	informational texts. CC.1.2.3.D CC.1.2.3.E		Titles headings bold print bulleted items labels diagrams maps text/fact box photograph drawing caption hyperlink icon charts graphs tables side bars	Point out text features throughout the year as they occur in stories, math pages, and science/social studies texts.
	E03.B-C-3.1 Demonstrate understanding of connections within, between, and/or among informational texts. CC.1.2.3.H CC.1.2.3.I CC.1.2.3.G	E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topics. E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Compare contrast similarities differences details topic main idea text feature vocabulary	Once a quarter with a paired teacher story or other sources Math book, Science/Social Studies texts

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	E03.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts. CC.1.2.3.F CC.1.2.3.J CC.1.2.3.K	E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use context as a clue to the meaning of a word or phrase. b) 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). c) Determine the meaning of general academic and domain-specific words and phrases used in a text. d) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b) Distinguish shades of meaning among related words (e.g., knew, believed suspected, heard, wondered).	Clarify context clues suffix prefix affix base/root word shades of meaning figurative language exaggeration hyperbole idioms	1st quarter is clarifying, and throughout different story cycles and grammar book
E03.D Conventions of Standard English (Writing)	E03.D.1.1 Demonstrate command of the conventions of standard English grammar and usage. CC.1.4.3.F CC.1.4.3.L CC.1.4.3.R CC.1.4.3.K	E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Regular, E03.D.1.1.2 Form and use regular and irregular plural nouns. E03.D.1.1.3 Use abstract nouns (e.g. childhood). E03.D.1.1.4 Form and use regular and irregular verbs. E03.D.1.1.5 Form and use simple verb tenses (e.g. I walked, I walk, I will walk). E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.	Noun pronoun verb adverb plural singular abstract regular irregular subject comparative superlative	1st/2nd quarter, spiraling in grammar text Quarter 3, spiraling in grammar text

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
		E03.D.1.1.8 Use coordinating and subordinating conjunctions. E03.D.1.1.9 Produce simple, compound, and complex sentences.	Coordinating subordinating conjunctions simple compound complex sentences	
	E03.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. CC.1.4.3.F CC.1.4.3.L CC.1.4.3.R	E03.D.1.2.1 Capitalize appropriate words in titles. E03.D.1.2.2 Use commas in addresses. E03.D.1.2.3 Use commas and quotation marks in dialogue. E03.D.1.2.4 Form and use possessives. E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiling, crying, happiness). E03.D.1.2.6 Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Capitalize lower case uppercase Comma possessive syllables suffixes prefixes	Beginning of the year, spelling lists, spiraling in grammar text
	E03.D.2.1 Use knowledge of language and its conventions. CC.1.4.3.E CC.1.4.3.K	E03.D.2.1.1 Choose words and phrases for effect.	Transition words adjectives figurative language idioms metaphors similes	Each quarter writing activities, and when writing an information

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	CC.1.4.3.Q		personification synonyms antonyms	al, persuasive, or narrative text
Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose. E04.E.1.1.2 Develop an analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. E04.E.1.1.3 Link ideas within categories of information using words or phrases (<i>e.g. another, for example, also, because</i>). E04.E.1.1.4 Use precise language and domain specific vocabulary to inform about or explain the topic and/or convey the experience and events. E04.E.1.1.5 Provide a concluding sentence or section related to analysis presented. Writing activities: Persuasive, Narrative, Informational Writings per grading period	Topic sentence details information concluding sentences	Writing activities, and persuasive, narrative, informational writings per quarter
Cursive Writing	Students demonstrate cursive writing skills efficiently from memory.	<u>Letter Skills</u> Students demonstrate cursive writing skills efficiently from memory. Each student will: A. Form lowercase letters correctly B. Form capital letters correctly C. Place letters on the baseline (within 1/16" above or below) D. Write letters in a grade-appropriate size E. Follow the writing guidelines of various styles of paper (single lines)	Magic c Bump travel away up and over lower case upper case travel up end with a tow tow truck	All quarters

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
		<u>Connection Skills</u> Students join letters using standard, efficient connections to form words. Each student will: A. Demonstrate correct baseline connections, maintaining letter integrity 1. Connect baseline ending to baseline start (e.g., t to e) 2. Connect baseline ending to midline start (e.g., c to a) B. Demonstrate correctly high connections, maintaining letter integrity 1. Connect a high ending to midline start (e.g., o to u) 2. Connect a high ending letter to baseline start (e.g., w to h, b to r) C. Use appropriate spacing between connected letters (close together, NOT overlapping with only connections touching) D. Cross and dot appropriate letters after completing connected letters E. Demonstrate correct connections from capital letters 1. Write signature in cursive using correct connections 2. Use correct connections for proper nouns	connection cross the t dot the l and j	

Third-Grade Spelling Lists

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8
CVCe	CVVC	CV, CVV	Number words	Number Words	Ordinals	Commonly Misspelled	Antonyms
1. grade	1. goat	1. sea	1. one	1. sixteen	1. first	1. to	1. loud
2. mine	2. seat	2. by	2. two	2. seventeen	2. second	2. too	2. soft
3. price	3. scream	3. bee	3. three	3. eighteen	3. third	3. two	3. several
4. face	4. coat	4. my	4. four	4. nineteen	4. fourth	4. hear	4. few
5. huge	5. pain	5. flea	5. five	5. twenty-one	5. fifth	5. here	5. older
6. time	6. boat	6. glee	6. six	6. thirty	6. sixth	6. are	6. younger
7. cube	7. raise	7. me	7. seven	7. forty-seven	7. seventh	7. our	7. serious
8. name	8. meet	8. see	8. eight	8. fifty	8. eighth	8. where	8. silly
9. stone	9. leave	9. sky	9. nine	9. sixty-two	9. ninth	9. wear	9. sharp
10. close	10. 10. green	10. fly	10. ten	10. seventy	10. tenth	10. were	10. dull
			11. eleven	11. eighty-five	11. eleventh		
			12. twelve	12. ninety	12. twelfth		
			13. thirteen	13. hundred	13. thirteenth		
			14. fourteen	14. thousand	14. twentieth		
			15. 15. fifteen	15. 15. zero	15. 15. thirtieth		
I am in third grade.	Will you meet me at the corner?	Dolphins swim in the sea.				Can I hear what you are going to wear to the dance?	Are you older or younger than your sister?

List 10	List 11	List 12	List 13	List 14	List 15	List 16
Synonyms	Months/Holidays	Months/Holidays Seasons	Days of the Week Abbreviations	Abbreviations	Plurals	Contractions
1. start 2. begin 3. quick 4. fast 5. woman 6. lady 7. rich 8. wealthy 9. tired 10. sleepy	1. January 2. New Year's Day 3. February 4. Groundhog Day 5. Valentine's Day 6. President's Day 7. March 8. St. Patrick's Day 9. April 10. April Fool's Day 11. May 12. Mother's Day 13. June 14. Father's Day 15. Flag Day	1. July 2. Independence Day 3. August 4. September 5. Labor Day 6. October 7. Halloween 8. November 9. Thanksgiving 10. December 11. Christmas 12. winter 13. spring 14. summer 15. fall	1. Sunday 2. Sun. 3. Monday 4. Mon. 5. Tuesday 6. Tues. 7. Wednesday 8. Wed. 9. Thursday 10. Thurs. 11. Friday 12. Fri. 13. Saturday 14. Sat.	1. Dr. (doctor) 2. Rd. (road) 3. Jan. (January) 4. Mon. (Monday) 5. St. (street) 6. Sept. (September) 7. Thurs. (Thursday) 8. Mr. (Mister) 9. Ln. (Lane) 10. Oct. (October) 11. Tues. (Tuesday) 12. Mrs. (Mistress) 13. Ave. (avenue) 14. Feb. (February) 15. Fri. (Friday)	1. flowers 2. puppies 3. benches 4. children 5. shelves 6. deer 7. tables 8. babies 9. kisses 10. leaves 11. sheep 12. cookies 13. mice 14. women 15. babies	1. I'm (I am) 2. can't (can not) 3. won't (will not) 4. she'll (she will) 5. we'd (we would) 6. that's (that is) 7. didn't (did not) 8. I've (I have) 9. couldn't (could not) 10. they'd (they had)
The rich lady was very tired, so she went to sleep.						She'll make the cake for mom's birthday.

List 17	List 18	List 19	List 20	List 21	List 22	List 23
Commonly Misspelled	Compound Words	Commonly Misspelled	/ch/ spelled with ch	/ch/ spelled with tch	Diphthongs/Diagraphs	Diphthongs/Diagraphs
1. there 2. their 3. they're 4. very 5. you 6. why 7. write 8. right 9. until 10. people	1. raincoat 2. pancake 3. sunshine 4. earring 5. snowman 6. catfish 7. scarecrow 8. wallpaper 9. lighthouse 10. chalkboard	1. though 2. thought 3. asked 4. picture 5. pitcher 6. use 7. used 8. should 9. could 10. would	1. teach 2. couch 3. beach 4. ouch 5. bunch 6. reach 7. grouch 8. touch 9. bench 10. roach	1. watch 2. punch 3. patch 4. drench 5. stitch 6. batch 7. switch 8. catch 9. match 10. pitch	1. scoop 2. toy 3. mouth 4. snow 5. soil 6. blue 7. house 8. lawn 9. howl 10. knew	1. growl 2. chew 3. noise 4. annoy 5. voice 6. crown 7. mouse 8. bounce 9. count 10. joy
Many people write letters and cards at Christmas.	We made a snowman with my grandpa's clothes.	Should we ask Tim to be the pitcher in the game on Wednesday?	Will you reach for my pencil on the floor?	Let's switch bikes until we get by the park.	I live in the blue house on Market Street.	The mouse peeked through the cage at the cat.

List 24	List 25	List 26	List 27	List 28	List 29	List 30
Present/Past Tense	Past/Present	Suffix –ed, -ing	Prefixes	Suffix –ed, -ing	Past/Present	Plurals
1. mail 2. mailed 3. ask 4. asked 5. pay 6. paid 7. cry 8. cried 9. take 10. took	1. make 2. made 3. try 4. tried 5. bake 6. baked 7. ride 8. rode 9. dry 10. dried	1. saying 2. jumping 3. rolled 4. crawled 5. hopping 6. skipped 7. hoping 8. drawing 9. padded 10. making	1. rewrite 2. untie 3. mislead 4. preheat 5. impolite 6. irregular 7. preschool 8. nonstop 9. disappoint 10. subzero	1. packed 2. shopped 3. sleeping 4. fixing 5. traded 6. taming 7. grabbed 8. shining 9. wanting 10. yelled	1. swim 2. swam 3. deal 4. dealt 5. talk 6. talked 7. bend 8. bent 9. took 10. take	1. teachers 2. candies 3. witches 4. geese 5. elves 6. moose 7. shoes 8. cities 9. dishes 10. wolves
Did you take my new pencil yesterday?	It's your turn to dry the dishes because I dried them on Tuesday.	Are you making a birthday present for Mrs. Smith?	That was very impolite of you to ask for more cookies.	My brother yelled at me for breaking his toy truck.	Did Bill take my new set of crayons to make his poster?	The witches gave us only a few candies on Halloween.

List 31	List 32	List 33	List 34	List 35
Suffix –ed, -ing	Review	Multi-syllable	Review	Multi-syllable
1. swimming	1. thirteen	1. interesting	1. making	1. yesterday
2. hopped	2. Thursday	2. happening	2. September	2. neighborhood
3. sharing	3. February	3. finishing	3. Saturday	3. grandparents
4. walking	4. thought	4. hibernate	4. Mother's Day	4. furniture
5. loving	5. too	5. understand	5. grabbed	5. identical
6. running	6. watch	6. character	6. fix	6. fantastic
7. stopped	7. hoping	7. tomorrow	7. correct	7. photograph
8. biked	8. friends	8. connection	8. see	8. lemonade
9. shaking	9. touch	9. suggestion	9. saw	9. questionable
10. bloomed	10. children	10. happiness	10. playground	10. territory
The rabbit stooped to eat some clover in the field.	There were thirteen children who went to the concert.	The character in the story was very interesting.	Did you go to the playground by the school on Saturday?	My grandparents live in my neighborhood.

Fourth Grade English Language Arts

Statement of Organization:

This course is designed to serve students who have completed the objectives of third grade language arts. Additionally, this curriculum integrates written and oral expression, grammar, spelling, and penmanship for all students in the fourth grade. This document complies with the Pennsylvania Common Core Standards for the Language Arts.

Expected Levels of Achievement:

Students are expected to master the objectives taught by achieving at least seventy-seven percent (77%) on all graded forms of assessment.

Methods of Evaluation:

Student competence will be assessed with one or more of the following methods:

- demonstration
- presentations (oral/written)
- teacher observation
- standardized tests
- performance tasks
- teacher-made tests
- classroom discussions
- benchmark assessments

Estimated Instructional Time: Fourth grade language arts classes will be instructed for a minimum of 120 min 5 days a week.

Technology Integration:

In addition to print resources, students will use technology (Smartboards, Chromebooks) when available and applicable to achieve learning goals and generate products in conjunction with the standards.

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
E04.A Literature Text	E04.A-K.1.1 Demonstrate understanding of key ideas and details in literature. CC.1.3.4.A CC.1.3.4.B CC.1.3.4.C	E04.A-K.1.1.1 Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text. E04.A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. E04.A-K.1.1.3 Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Theme Analyze Summarize Compare Contrast Characterization Details Infer Evidence Setting Conflict Resolution Support Conclude Organize Determine Poem Drama	180 days concurrent with the standards E04.A-K.1.1.2 (3 rd and 4 th quarters)
	E04.A-C.2.1 Demonstrate understanding of craft and structure in literature. CC.1.3.4.D	E04.A-C.2.1.1 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Point of View (1 st , 2 nd , 3 rd) Author's purpose Interpret Perspective Analyze Determine	180 days concurrent with the standards from fictional texts
	E04.A-C.3.1 Demonstrate understanding of connections within, between,	E04.A-C.3.1.1 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.	Theme Analyze Summarize Compare Contrast	3 rd and 4 th quarters

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	and/or among texts. CC.1.3.4.H	Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.	Details Infer Evidence Determine Myth	
	E04.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. CC.1.3.4.F CC.1.3.4.I CC.1.3.4.J	E04.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., Herculean effort). b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). E04.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	Clarifying Context Clues Prefix Suffix Root Figurative Language Simile Metaphor Personification Idiom Adage Proverb Synonym Antonym	180 days concurrent with the standards
E04.B Informational Text	CC.1.2.4.A CC.1.2.4.B CC.1.2.4.C	E04.B-K.1.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. E04.B-K.1.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. E04.B-K.1.1.3 Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Inferencing Explain Details Main idea Details Summarize Events Procedures Historical Scientific	180 days concurrent with the standards 180 days concurrent with the standards and across content areas

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
			Technical	
	E05.B-C.2.1 Demonstrate understanding of craft and structure in informational texts. CC.1.2.4.D CC.1.2.4.E	E04.B-C.2.1.1 Compare and contrast firsthand and secondhand accounts of the same event or topic; describe the differences in focus and the information provided. E04.B-C.2.1.2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.	Compare Contrast Firsthand Secondhand Chronology Cause Effect Problem Solution Events Text Features	E04.B-C.2.1.1 3rd and 4th quarters 180 days concurrent with the standards
	E04.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts. CC.1.2.4.G CC.1.2.4.H CC.1.2.4.I	E04.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text. E04.B-C.3.1.2 Integrate information from two texts on the same topic in order to demonstrate subject knowledge. E04.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	Informational Text Reasons Evidence Interpret Text Features Headings Subheading Graphics Charts Timelines Diagrams Connections	180 days concurrent with the standards E04.B-C.3.1.2 3rd and 4th quarter
	E04.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in	E04.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Clarifying Context Clues Prefix Suffix Root Figurative Language	180 days concurrent with the standards

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	informational texts. CC.1.2.4.F CC.1.2.4.J CC.1.2.4.K	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text. E04.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	Simile Metaphor Personification Idiom Adage Proverb Synonym Antonym	
E04.D Conventions of Standard English (Writing)	E04.D.1.1 Demonstrate command of the conventions of standard English grammar and usage. CC.1.4.4.F CC.1.4.4.L CC.1.4.4.R	E04.D.1.1.1 Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why). E04.D.1.1.2 Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking). E04.D.1.1.3 Use modal auxiliaries (e.g., can, may, must) to convey various conditions. E04.D.1.1.4 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). E04.D.1.1.5 Form and use prepositional phrases. E04.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. * E04.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). * E04.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. *	Relative pronoun Pronoun Relative adverb Adverb Verb tense Adjectives Prepositional phrases Fragment Run-on sentence Homophones	180 days concurrent with the standards and in accordance with Simple Solutions grammar book- which spirals skills

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	E04.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. CC.1.4.4.F CC.1.4.4.L CC.1.4.4.R	E04.D.1.2.1 Use correct capitalization. E04.D.1.2.2 Use commas and quotation marks to mark direct speech and quotations from a text. E04.D.1.2.3 Use a comma before a coordinating conjunction in a compound sentence. E04.D.1.2.4 Spell grade-appropriate words correctly.	Capitalization Comma Quotation marks Conjunction	180 days concurrent with the standards and in accordance with Simple Solutions grammar book-which spirals skills
	E04.D.2.1 Use knowledge of language and conventions. CC.1.4.4.E CC.1.4.4.K CC.1.4.4.Q	E04.D.2.1.1 Choose words and phrases to convey ideas precisely. * E04.D.2.1.2 Choose punctuation for effect. * E04.D.2.1.3 Choose words and phrases for effect. *	Comma Period Question mark Exclamation Mark Quotation mark Italics Bold Capitalization Declarative Imperative Interrogative Exclamatory Edit Revise Publish Paragraph Audience	180 days concurrent with the standards and in accordance with Simple Solutions grammar book-which spirals skills
E04.E Text Dependent Analysis	E04.E.1.1 Draw evidence from literary or	E04.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	Opinion First Next	180 days concurrent with the standards

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
(Reading/Writing)	informational texts to support analysis, reflection, and/or research. CC.1.4.4.B CC.1.4.4.C CC.1.4.4.D CC.1.4.4.E CC.1.4.4.F CC.1.4.4.H CC.1.4.4.I CC.1.4.4.J CC.1.4.4.K CC.1.4.4.L CC.1.4.4.S	E04.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. E04.E.1.1.3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). E04.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E04.E.1.1.5 Provide a concluding statement or section related to the analysis presented. · Writing activities: Persuasive, Narrative, Informational Writings - 1 per year	Then Last Ordinal numbers Inference Analyze Persuasive Narrative Informational	Narrative- 2 nd quarter Persuasive- 3 rd Quarter Informational- 4 th quarter
Cursive Writing	Students demonstrate cursive writing skills efficiently from memory.	Letter Skills Students demonstrate cursive writing skills efficiently from memory. Each student will: A. Form lowercase letters correctly B. Form capital letters correctly C. Place letters on the baseline (within 1/16" above or below) D. Write letters in a grade-appropriate size E. Follow the writing guidelines of various styles of paper (single lines) Connection Skills Students join letters using standard, efficient connections to form words. Each student will:	Lowercase Capital Baseline Signature Proper nouns	180 days concurrent with the standards

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
		A. Demonstrate correct baseline connections, maintaining letter integrity 1. Connect baseline ending to baseline start (e.g., t to e) 2. Connect baseline ending to midline start (e.g., c to a) B. Demonstrate correctly high connections, maintaining letter integrity 1. Connect a high ending to midline start (e.g., o to u) 2. Connect a high ending letter to baseline start (e.g., w to h, b to r) C. Use appropriate spacing between connected letters (close together, NOT overlapping with only connections touching) D. Cross and dot appropriate letters after completing connected letters E. Demonstrate correct connections from capital letters 1. Write signature in cursive using correct connections 2. Use correct connections for proper nouns		

Fourth Grade Spelling Lists

List 1 Commonly Misspelled

1. later
2. because
3. said
4. finally
5. children
6. coming
7. Wednesday
8. two
9. to
10. too (also)

The children are finally coming to my house Wednesday.

List 2 Commonly Misspelled

1. that's
2. hour
3. our
4. a lot
5. favorite
6. friend
7. asked
8. until
9. school
10. does

Our favorite friend went to school all week.

List 3 Commonly Misspelled

1. stopped
2. clothes
3. threw
4. though
5. ninety
6. library
7. before
8. quit
9. quite
10. quiet

You must be quiet walking through the library.

List 4 Commonly Misspelled

1. babies
2. probably
3. let's
4. tomorrow
5. always
6. thought
7. every
8. there
9. they're
10. their

Tomorrow they're probably going to see the babies.

List 5 Commonly Misspelled

1. another
2. really
3. beginning
4. surprise
5. once
6. its
7. it's
8. whose
9. who's
10. against

The students were in for another really big surprise.

List 6 Commonly Misspelled

1. business
2. sincerely
3. minutes
4. lightning
5. knew
6. different
7. beautiful
8. wear
9. where
10. were

We were watching the beautiful lightning for several minutes.

List 7 Plurals s/es	List 8 ed/ing with no special rules	List 9 ed/ing with special rules	List 10 Review	List 11 ed/ing w/out rules	List 12 Review
1. pencils	1. waited	1. stopped	1. chairs	1. sliding	1. needs
2. papers	2. waiting	2. knotted	2. coaches	2. floating	2. raises
3. boxes	3. pushed	3. rubbed	3. hobbies	3. quitting	3. mailed
4. dishes	4. pushing	4. baked	4. turkeys	4. flying	4. fanned
5. clocks	5. cracked	5. stared	5. pulled	5. tried	5. applies
6. buses	6. cracking	6. jogging	6. touching	6. rained	6. treating
7. glasses	7. reached	7. skipping	7. begging	7. traded	7. filling
8. watches	8. reaching	8. hopping	8. tripped	8. dropped	8. teased
9. babies	9. started	9. hoping	9. wasted	9. munched	9. nodded
10. monkeys	10. starting	10. voting	10. skating	10. finding	10. playing
11. later	11. finally	11. to	11. Wednesday	11. our	11. asked
12. because	12. children	12. too	12 a lot	12. hour	12. until
13. said	13. coming	13. two	13. favorite	13. friend	13. that's
Glasses and dishes were packed in boxes.	I reached for the cracked dishes and started pushing them.	I stopped skipping and started hopping.	The coaches wasted time moving chairs.	We tried flying my toy airplane, but it rained too hard.	He teases me and was treating me badly when we played.

List 13
Irregular tense
endings

1. bought
2. brought
3. swept
4. knelt
5. built
6. thought
7. went
8. drew
9. wrote
10. spoke
11. school
12. does
13. stopped

I thought we wrote
a story and drew a
picture.

List 14
Review

1. tables
2. dresses
3. liked
4. chatted
5. biting
6. sobbed
7. caring
8. fought
9. slept
10. taught
11. clothes
12. threw
13. through

I liked how the
animals slept on
the tables.

List 15
VCCV

1. happy
2. beginner
3. lesson
4. sitting
5. matter
6. person
7. member
8. anger
9. enter
10. signal
11. ninety
12. library
13. before

The person sitting
near the window
was a member of
the club.

List 16
Review

1. raccoon
2. whisker
3. keys
4. ruled
5. chased
6. batting
7. drinking
8. poked
9. button
10. center
11. quit
12. quite
13. quiet

The raccoon poked
the center button.

List 17
VCV long/short
vowel sound

1. super
2. cozy
3. baby
4. fever
5. silent
6. major
7. debate
8. punish
9. comet
10. river
11. babies
12. probably
13. let's

The baby looked
super cozy in the
warm blanket.

List 18
Review

1. rival
2. duty
3. clover
4. caring
5. asked
6. places
7. ladder
8. croaking
9. computer
10. finally
11. tomorrow
12. always
13. thought

We finally asked to
use the computer.

List19
VCCV/VCV
w/suffixes

1. winner
2. walker
3. rented
4. dusting
5. rotten
6. named
7. hired
8. ripest
9. rider
10. later
11. every
12. another
13. really

The contest winner
will be named later.

List 20
Review

1. gripped
2. longest
3. sadden
4. voting
5. vilest
6. chapter
7. amen
8. jumped
9. baking
10. flew
11. there
12. they're
13. their

Pat gripped the
pole, ran and
jumped, and flew
over the bar.

List 21
VCCV/VCV patterns

1. begin
2. omit
3. happen
4. crate
5. tablet
6. until
7. code
8. flute
9. reptile
10. tennis
11. surprise
12. once
13. against

What would
happen if a reptile
played tennis?

List 22
Review

1. humid
2. climate
3. petal
4. tragic
5. plastic
6. attack
7. sinking
8. gladdest
9. looking
10. hiking
11. its
12. it's
13. business

It was hard climbing
in the humid
climate.

List 23
et/it---an/on

1. poet
2. trumpet
3. fidget
4. exit
5. spirit
6. human
7. woman
8. gallon
9. lemon
10. common
11. who's
12. whose
13. sincerely

The woman drank a
gallon of lemon
juice.

List 24
Review

1. planet
2. orbit
3. pardon
4. orphan
5. shared
6. even
7. pillow
8. wrecking
9. handed
10. saving
11. minutes
12. lightning
13. knew

Even that distant
planet is in orbit.

List 25 en/in	List 26 Review	List 27 Prefixes un/re/pre/ex	List 28 Review	List 29 Prefixes uni/bi/tri	List 30 Review
1. seven	1. raisin	1. unfair	1. uncommon	1. unique	1. unicycle
2. eleven	2. muffin	2. undecided	2. reappear	2. unicorn	2. bifocals
3. doze	3. children	3. unusual	3. preview	3. unison	3. trilogy
4. pumpkin	4. chosen	4. rephrase	4. explode	4. bicycle	4. unknown
5. dolphin	5. secret	5. retell	5. token	5. bilingual	5. research
6. thicken	6. often	6. prefixes	6. visit	6. biplane	6. prediction
7. golden	7. market	7. preschool	7. cabin	7. trio	7. exclude
8. broken	8. purest	8. examine	8. anvil	8. triple	8. sweeten
9. weaken	9. clicking	9. explore	9. shining	9. triangle	9. scamper
10. cousin	10. stapled	10. expel	10. quacking	10. tripod	10. grouped
11. different	11. were	11. finally	11. really	11. surprise	11. quite
12. beautiful	12. wear	12. friend	12. tomorrow	12. asked	12. to
13. a lot	13. where	13. coming	13. always	13. until	13. where
My cousin baked seven dozen cookies.	I often eat a raisin muffin.	Do children examine prefixes in school?	It is not uncommon to visit a log cabin.	The bilingual trio sang in unison.	Research shows that bifocals were unknown centuries ago.

List 31 dis/sub	List 32 Review	List 33 Changing y to i	List 34 Review	List 35 Suffixes	List 36 Review
1. disagree	1. disappointed	1. pennies	1. angrier	1. careful	1. colorful
2. disgrace	2. disprove	2. ponies	2. keys	2. carefully	2. colorless
3. disappear	3. submissive	3. berries	3. cloudiest	3. careless	3. useful
4. distrust	4. prelude	4. monkeys	4. disassemble	4. carelessly	4. useless
5. discover	5. return	5. worries	5. universe	5. graceful	5. bravely
6. subway	6. spoken	6. carries	6. given	6. gracefully	6. easily
7. submarine	7. limit	7. annoys	7. cotton	7. graceless	7. address
8. subtract	8. comment	8. parties	8. rapid	8. tasteful	8. mural
9. subheading	9. squeaking	9. turkeys	9. canvas	9. tastefully	9. planned
10. submit	10. fastest	10. donkeys	10. scrubbing	10. tasteless	10. manage
11. quiet	11. two	11. Wednesday	11. probably	11. whose	11. beautiful
12. wear	12. quit	12. because	12. let's	12. who's	12. knew
13. too	13. were	13. stopped	13. sincerely	13. different	13. school
I disagree that the submarine will disappear.	I was disappointed about his rude, spoken comment.	He annoys the monkeys and donkeys.	Scrubbing the cotton clothes only made her angrier.	A tasteful performance was carefully and gracefully done.	I easily planned the colorful mural.

Fifth Grade English Language Arts

Statement of Organization:

This course is designed to serve students who have completed the objectives of fourth grade language arts. Additionally, this curriculum integrates written and oral expression, grammar, spelling, and penmanship for all students in fifth grade. This document complies with the Pennsylvania Common Core Standards for Language Arts.

Expected Levels of Achievement:

Students are expected to master the objectives taught by achieving at least seventy-seven percent (77%) on all graded forms of assessment.

Methods of Evaluation:

Student competence will be assessed with one or more of the following methods:

- demonstration
- presentations (oral/written)
- teacher observation
- standardized tests
- performance tasks
- teacher-made tests
- classroom discussions
- benchmark assessments .

Estimated Instructional Time: Fifth grade language arts classes will be instructed for a minimum of 120 min 5 days a week.

Technology Integration:

In addition to print resources, students will use technology (Smartboards, Chromebooks) when available and applicable to achieve learning goals and generate products in conjunction with the standards.

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
E05.A Literature Text	E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature. CC.1.3.5.A CC.1.3.5.B CC.1.3.5.C	E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. E05.A-K.1.1.2 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. E05.A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	Theme Analyze Summarize Compare Contrast Characterization Details Infer Evidence Setting Conflict Resolution Support Conclude Organize Determine	5-day cycles, weekly practice 180 days concurrent with the standards
	E05.A-C.2.1 Demonstrate understanding of craft and structure in literature. CC.1.3.5.D	E05.A-C.2.1.1 Describe how a narrator's or speaker's point of craft and structure in literature. view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.	Point of View (1 st , 2 nd , 3 rd) Author's purpose Interpret Perspective Analyze Determine	5-day cycles, weekly practice, writing quarter 1 instruction 180 days concurrent with the standards
	E05.A-C.3.1 Demonstrate understanding of connections within, between,	E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	Theme Analyze Summarize Compare Contrast Characterization	5-day cycles, weekly practice 180 days

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	and/or among texts. CC.1.3.5.H		Infer	concurrent with the standards
	E05.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. CC.1.3.5.F CC.1.3.5.I CC.1.3.5.J	E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, 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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) 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.	Clarifying Context Clues Cause Effect Prefix Suffix Figurative Language Simile Metaphor Personification Idiom Adage Proverb Synonym Antonym Homograph Allusion Imagery Symbolism	Each quarter, vocabulary each lesson cycle, weekly practice 180 days concurrent with the standards
E05.B Information al Text	E05.B-K.1.1 Demonstrate understanding of key ideas and details in	E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Infer Summarize Detail Expository Introduction Conclusion	TDA writing lessons, 5-day lesson cycles, and weekly practice

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	informational texts. CC.1.2.5.A CC.1.2.5.B CC.1.2.5.C	E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	Transition Diagram Organize Main Idea Details Evidence	180 days concurrent with the standards
	E05.B-C.2.1 Demonstrate understanding of craft and structure in informational texts. CC.1.2.5.D CC.1.2.5.E	E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.	Compare Contrast Point of View Sequence Cause Effect Analyze Similarities Differences	5-day cycles, weekly practice 180 days concurrent with the standards
	E05.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts. CC.1.2.5.G CC.1.2.5.H CC.1.2.5.I	E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge. E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	Evidence Infer Text Features Heading Sub-heading Caption Graphic Chart	5-day cycles, weekly practice 180 days concurrent with the standards

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	E05.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts. CC.1.2.5.F CC.1.2.5.J CC.1.2.5.K	E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, 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. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) 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.	Clarify Context Cause Effect Compare Prefix Suffix Academic Language Figurative Language Simile Metaphor Idiom Personification Adage Proverb Synonym Antonym Homograph Allusion Imagery	Each quarter, Word Power vocabulary each lesson cycle, weekly practice 180 days concurrent with the standards
E05.D Conventions of Standard English (Writing)	E05.D.1.1 Demonstrate command of the conventions of standard English grammar and usage. CC.1.4.5.F	E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. E05.D.1.1.2 Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	Conjunction Preposition Interjection Sentence Verb Past Perfect Present Perfect Future Perfect	Spiraling Grammar text and weekly practice 180 days concurrent with the standards

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
	CC.1.4.5.L CC.1.4.5.R			
	E05.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. CC.1.4.5.F CC.1.4.5.L CC.1.4.5.R	E05.D.1.2.1 Use punctuation to separate items in a series. E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence. E05.D.1.2.3 Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.D.1.2.5 Spell grade-appropriate words correctly.	Punctuation Introduction Comma Period Question Mark Exclamation Mark Quotation Mark Italics Capitalization Declarative Imperative Interrogative Exclamatory	TDA writing lessons, Spiraling in Grammar text, and weekly practice 180 days concurrent with the standards
	E05.D.2.1 Use knowledge of language and conventions. CC.1.4.5.E CC.1.4.5.K CC.1.4.5.Q	E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.D.2.1.2 Choose words and phrases to convey ideas precisely. E05.D.2.1.3 Choose punctuation for effect. E05.D.2.1.4 Choose words and phrases for effect.	Punctuation Introduction Comma Period Question Mark Exclamation Mark Quotation Mark Italics Capitalization Declarative Imperative Interrogative Exclamatory Edit	TDA writing lessons, Spiraling in Grammar text, and weekly practice 180 days concurrent with the standards

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
			Revise Publish Paragraph Audience	
E05.E Text Dependent Analysis (Reading/Wr iting)	E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research. CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.E CC.1.4.5.F CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.K CC.1.4.5.L CC.1.4.5.S	E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences. E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E05.E.1.1.5 Establish and maintain a formal style. E05.E.1.1.6 Provide a concluding section related to the analysis presented. · Writing activities: Persuasive, Narrative, Informational Writings - 1 per year	Opinion Persuasive Narrative Expository Informational Evidence Purpose Claim Inference Idea Transition Conclusion Introduction Revise Edit Publish Topic sentence Elaboration Quotation Purpose	TDA writing lessons every 3-4 lesson cycles 180 days concurrent with the standards
Cursive Writing	Students demonstrate cursive writing skills efficiently from memory.	Letter Skills Students demonstrate cursive writing skills efficiently from memory. Each student will: A. Form lowercase letters correctly B. Form capital letters correctly C. Place letters on the baseline (within 1/16” above or below) D. Write letters in a grade-appropriate size	Cursive Capital Lowercase Baseline Midline Descending	Weekly practice ongoing

Big Ideas/ Objectives	Concepts/ Standards	Competencies/ Eligible Content	Vocabulary	Pacing
		E. Follow the writing guidelines of various styles of paper (single lines) Connection Skills Students join letters using standard, efficient connections to form words. Each student will: A. Demonstrate correct baseline connections, maintaining letter integrity 1. Connect baseline ending to baseline start (e.g., t to e) 2. Connect baseline ending to midline start (e.g., c to a) B. Demonstrate correctly high connections, maintaining letter integrity 1. Connect a high ending to midline start (e.g., o to u) C. Connect a high ending letter to baseline start (e.g., w to h, b to r) D. Use appropriate spacing between connected letters (close together, NOT overlapping with only connections touching) E. Cross and dot appropriate letters after completing connected letters E. Demonstrate correct connections from capital letters 1. Write signature in cursive using correct connections 2. Use correct connections for proper nouns		

Fifth Grade Spelling Lists

List 1 Commonly Misspelled

1. went
2. always
3. another
4. beautiful
5. because
6. before
7. caught
8. children
9. ninety
10. different
11. does
12. every
13. enough

The beautiful flowers caught the children's eyes before they entered the school building.

List 2 Commonly Misspelled

1. special
2. excellent
3. favorite
4. February
5. first
6. government
7. happen
8. here
9. height
10. interest
11. its
12. knew
13. little

All government offices are closed one day in February to celebrate Presidents Day.

List 3 Commonly Misspelled

1. a lot
2. minute
3. morning
4. neighbor
5. once
6. our
7. happened
8. hear
9. threw
10. interesting
11. it's
12. know
13. Wednesday

On Wednesday morning, my neighbor threw away a lot of interesting things from his garage.

List 4 Commonly Misspelled

1. again
2. bought
3. really
4. receive
5. believe
6. bought
7. happening
8. heard
9. through
10. to
11. finally
12. many
13. wear

I heard many strange noises echoing through the woods.

List 5 Commonly Misspelled

1. across
2. beginning
3. restaurant
4. received
5. clothes
6. frightened
7. people
8. probably
9. thought
10. too
11. there
12. usual
13. we're

My father and I went to the new restaurant in town and there were many people there.

**List 6
Commonly
Misspelled**

1. although
2. friend
3. quite
4. sincerely
5. together
6. you're
7. pretty
8. something
9. tomorrow
10. two
11. their
12. who's
13. were

Tomorrow, I will be meeting two of my friends at their community park.

**List 7
Commonly
Misspelled**

1. another
2. very
3. quiet
4. right
5. would
6. your
7. possible
8. sometimes
9. lightning
10. tried
11. they're
12. whose
13. where

It was very quiet, until the thunder and lightning arrived.

**List 8
VCCV**

1. pretty
2. challenge
3. college
4. tunnel
5. effort
6. attach
7. effect
8. wallet
9. muffin
10. gallon
11. went
12. special
13. quiet

I lost my wallet that was attached to my purse in the tunnel.

**List 9
VCV – Long and Short
Syllable**

1. fever
2. broken
3. climate
4. hotel
5. slogan
6. petals
7. figure
8. comedy
9. regular
10. denim
11. again
12. beginning
13. a lot

Due to the climate, I will need to wear my denim jacket.

**List 10
Review
VCCV/VCV**

1. service
2. thunder
3. blanket
4. subject
5. honest
6. shadow
7. salad
8. radar
9. virus
10. humor
11. across
12. friend
13. beautiful

The students were honest about how they felt about the subject of math.

List 11
-et/-it/-en/-in

1. poet
2. planet
3. bucket
4. exit
5. bandit
6. dozen
7. often
8. chicken
9. raisin
10. pumpkin
11. although
12. very
13. February

Do you like raisins in
your pumpkin pie?

List 12
Review
VCCV/VCV/-et/-it/-
en/-in

1. entire
2. volcano
3. aroma
4. target
5. jacket
6. credit
7. happen
8. seven
9. cousin
10. dolphin
11. another
12. another
13. neighbor

The entire volcano
erupted last night.

List 13
-an/-on

1. lesson
2. dragon
3. prison
4. cotton
5. bacon
6. human
7. orphan
8. reason
9. organ
10. Ocean
11. always
12. favorite
13. receive

The human was
knitting a cotton
sweater.

List 14
Review
VCCV/VCV/-et/-it/-
en/-in/-an/-on

1. eleven
2. agent
3. pretzel
4. tablet
5. admit
6. glisten
7. cabin
8. Japan
9. carbon
10. jacket
11. excellent
12. morning
13. sincerely

Sammy needs to
admit that he ate ten
pretzels.

List 15
Root + -en

1. thicken
2. sweeten
3. golden
4. sharpen
5. given
6. garden
7. children
8. spoken
9. mitten
10. listen
11. minute
12. restaurant
13. right

The children wore
their mittens in the
snow

List 16
Review
 VCCV/VCV/-et/-it/-
 en/-in/-an/-on/root
 +-en

1. survive
2. module
3. basket
4. edit
5. hidden
6. robin
7. season
8. span
9. women
10. fasten
11. bought
12. quite
13. because

Please pack a basket
 of food to survive the
 winter.

List 17
 un-/re-/dis-/pre-/ex-

1. unable
2. uncover
3. replay
4. retrain
5. prepare
6. prevent
7. explode
8. explore
9. disappear
10. disagree
11. first
12. bought
13. possible

I was unable to
prepare for the big
 picnic.

List 18
Review

1. chimney
2. hunger
3. ticket
4. muffin
5. slogan
6. predict
7. ticket
8. traffic
9. shadow
10. refuge
11. once
12. frightened
13. children

I just bought my ticket
 to see the Hunger
 Games.

List 19
 sub-/uni-/bi-/tri-/inter

1. subset
2. substitute
3. unicycle
4. uniform
5. binoculars
6. bifocal
7. trillion
8. tricycle
9. interfere
10. international
11. believe
12. you're
13. here

Tommy's binoculars
 are part of his
 uniform.

List 20
Review

1. unplug
2. reuse
3. disable
4. preheat
5. expose
6. subject
7. perhaps
8. triplet
9. bilingual
10. intersection
11. clothes
12. your
13. hear

Do not unplug the
 stove, it needs to
 preheat for dinner.

List 21
Change y to i

1. activities
2. bodies
3. carries
4. trophies
5. mysteries
6. families
7. countries
8. journeys
9. holidays
10. chimneys
11. together
12. caught
13. heard

Suzy won three trophies at the Olympics.

List 22
Review

1. disobey
2. subsoil
3. delays
4. babies
5. unhappy
6. prehistoric
7. explore
8. interrupt
9. dirtier
10. collide
11. would
12. happen
13. probably

The babies are unhappy in the nursery.

List 23
non-/de-

1. nonsense
2. nonfiction
3. nonprofit
4. nonstop
5. nonchalant
6. defense
7. defeat
8. determined
9. details
10. destroy
11. before
12. happened
13. something

Make sure you read the details of the nonfiction book.

List 24
Review

1. discontinue
2. rewrite
3. furnish
4. prepaid
5. unfortunately
6. amaze
7. nondairy
8. interact
9. funniest
10. dependable
11. government
12. people
13. sometimes

Unfortunately, you will have to rewrite your paper for homework.

List 25
-ful/-less/-able/-tion/-ness

1. wonderful
2. playful
3. endless
4. spotless
5. available
6. capable
7. translation
8. population
9. forgiveness
10. laziness
11. our
12. pretty
13. knew

Due to the population, there are not any available spaces to go camping.

List 26
Review

1. sickness
2. suspended
3. publish
4. behave
5. subtotal
6. discover
7. portable
8. prepaid
9. disobey
10. undecided
11. threw
12. finally
13. little

The doctors are undecided about the sickness.

List 27
-hibit/-qua(i)/-voc/-fic/-gen

1. exhibit
2. exhibition
3. exquisite
4. require
5. provoke
6. revoke
7. suffice
8. efficient
9. genetics
10. generate
11. through
12. there
13. Wednesday

You are required to walk through the exhibition.

List 28
Review

1. invention
2. invocation
3. artificial
4. genealogy
5. inhibit
6. vocal
7. million
8. closet
9. subscribe
10. interstate
11. thought
12. their
13. wear

The million dollars is artificial.

List 29
-sum/-astro/-cycl/-graph/-gon

1. consume
2. consumption
3. astronaut
4. astronomy
5. cycle
6. recycle
7. biography
8. telegraph
9. polygon
10. pentagon
11. tomorrow
12. they're
13. we're

The astronaut should recycle all the metal.

List 30
Review

1. operation
2. provocative
3. beneficial
4. requisite
5. astrology
6. bicycle
7. paragraph
8. bottom
9. device
10. submerge
11. lightning
12. every
13. were

It is beneficial to your health to ride a bicycle.

List 31
-hydr/-pel/-glob/-leg

1. hydrant
2. dehydrate
3. appeal
4. repellant
5. globe
6. globular
7. legal
8. legislate
9. expel
10. legislature
11. different
12. ninety
13. where

The legislature will appeal the new laws being presented.

List 32
Review

1. hydroplane
2. octagon
3. autograph
4. hydraulics
5. repeal
6. globule
7. asterisk
8. assumption
9. vocation
10. velvet
11. interest
12. many
13. it's

If you connect the lines of an asterisk it will form an octagon.

List 33
-fic/-fin/-ven/-vent

1. sufficient
2. artificial
3. beneficial
4. finish
5. infinite
6. convenient
7. avenue
8. venture
9. event
10. define
11. too
12. usual
13. it

It may be beneficial to venture down Park Avenue.

List 34
Review

1. efficient
2. cyclone
3. geography
4. propellant
5. final
6. object
7. equal
8. repel
9. intervene
10. preview
11. tried
12. whose
13. enough

The final in geography should be pretty easy.

List 35
-ped/-spec/ - therm/-gram

1. pedal
2. pedestrian
3. inspect
4. respect
5. thermometer
6. thermostat
7. centipede
8. grammar
9. telegram
10. grammatical

The grammar teacher found four grammatical errors in my paper.

List 36
Review

1. proficient
2. infinity
3. graphic
4. centipede
5. millipede
6. spectator
7. photograph
8. thermos
9. person
10. repeat

The centipede was
chasing the millipede
through the grass.

English Language Arts 6

Statement of Organization:

This planned instruction integrates written and oral expression using proper grammar to enhance communication skills. It also focuses on analysis of fiction and nonfiction texts, vocabulary, structure, and purpose. ELA 6 will be instructed for a minimum of 80 minutes daily.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining a minimum of 77% on all graded forms of assessment.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- drill and practice
- demonstration
- teacher observation
- portfolios
- projects
- benchmark tests
- standardized tests
- teacher-made tests
- written presentations
- oral presentations
- classroom discussions

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards. Online programs such as IXL, Google Classrooms, NewsELA, ReadWorks, CommonLit, etc. will be utilized when beneficial to the learner.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Literature Text: Vocabulary Acquisition and Use Word knowledge; domain specific vocabulary	E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	E06.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	Synonym Antonym Connotation Denotation Affix Prefix Root word Suffix Context clues Literary devices Figurative language Domain specific vocabulary Analogies/word relationships	Weeks 1-3
Conventions of Standard English Sentences Nouns Verbs	E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage. E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense. E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. E06.D.1.2.2 Spell correctly. E06.D.1.2.3 Use punctuation to separate items in a series.*	Punctuation Sentence types (Declarative Interrogative Imperative Exclamatory) Run-ons Commas Fragments Capitalization Coordinating/Subordinating conjunctions Nouns Verbs	Throughout the 9 week period (approximately one week per skill listed in vocabulary)

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing: Narrative Essay	E06.C.1.3 Write narratives to develop real or imagined experiences or events	E06.C.1.3.1 Engage/orient reader by establishing a context and point of view and introducing characters/narrator. Organize a natural and logical event sequence. E06.C.1.3.2 Use dialogue, pacing, and description to develop events and characters E06.C.1.3.3 Use transition words, phrases and clauses to convey sequence, time, and setting changes. E06.C.1.3.4 Use precise words and phrases, descriptive details, and sensory language to convey experiences and events. E06.C.1.3.5 Provide a conclusion that follows from the narration of events.	Narrative writing Character Plot Setting Descriptive language Dialogue Point of view	1 week
Literature Text: Key Ideas and Details Short story: Eleven by Sandra Cisneros	E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments. E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	Plot: Exposition, rising action, climax, falling action, resolution Character, Setting Tone Mood	Weeks 2-3
Literature Text: Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use	E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments. E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	Plot: Exposition, rising action, climax, falling action, resolution Character, Setting Literary devices Figurative language Domain specific vocabulary Conflict	9 weeks (Begin Week 4—will extend into 2nd marking period)

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Novel: The Phantom Tollbooth (chosen novel can vary)	E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.	E07.B-C.2.1.1 Determine author's point of view or purpose. E07.B-C.2.1.1 Analyze how author acknowledges and responds to conflicting evidence or viewpoints. E07.B-C.2.1.2 Analyze the text structure an author uses. Include how major sections and text features contribute to the whole text and to the development of ideas. E07.B-C.2.1.3 Determine the meaning of words and phrases in text, including figurative, connotative, or technical meanings. E07.B-C.2.1.3 Analyze specific word choice on meaning and tone	Tone Mood Simile Metaphor Idiom Alliteration Allusion Pun Verbal and situational irony Hyperbole Onomatopoeia Imagery Theme Point of View	
	E06.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. E06.A-C.2.1.2 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. E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.		
	E06.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.	E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.		
	E06.A-V.4.1 Demonstrate understanding of	E06.A-V.4.1.1 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.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	vocabulary and figurative language in literature.	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. E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.		
	E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.B-V.4.1.1 Determine meaning of technical words and phrases used in text. E07.B-V.4.1.2 Interpret figures of speech (literary and mythological allusion) in text E07.B-V.4.1.2 Use relationships between words to understand those words (e.g., synonym/antonym, analogy) E07.B-V.4.1.2 Distinguish connotations of words with similar denotations		

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Literature Text: Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas	E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments. E06.A-K.1.1.3	Plot: Exposition, rising action, climax, falling action, resolution Character, Setting Literary devices Figurative	Continued from MP 1: Approx. 3 weeks into MP 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Acquisition and Use Novel: The Phantom Tollbooth (chosen novel can vary)		Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	language Domain specific vocabulary Conflict Tone Mood Simile Metaphor Idiom Alliteration Allusion Verbal and situational irony Hyperbole Onomatopoeia Imagery Theme Point of View	
	E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.		
	E06.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. E06.A-C.2.1.2 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. E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.		
Writing TDA in response to Novel	E06.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.	E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.		
Conventions of Standard English Sentences/Phrases	E06.A-V.4.1 Demonstrate understanding of	E06.A-V.4.1.1 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.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	vocabulary and figurative language in literature.	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. E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a.Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.		
Vocabulary Acquisition Affix Study	E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.B-V.4.1.1 Determine meaning of technical words and phrases used in text. E07.B-V.4.1.2 Interpret figures of speech (literary and mythological allusion) in text E07.B-V.4.1.2 Use relationships between words to understand those words words.(e.g., synonym/antonym, analogy) E07.B-V.4.1.2 Distinguish connotations of words with similar denotations		
Informational Text: Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas	E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.	E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments. E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).	Author's Purpose Inferences Deductive reasoning Generalizations Main/Central Idea Key/supporting details Textual Evidence Cite Text Features Charts/Graphs	Begin Week 4 of MP 2: 4-5 weeks of instruction

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Acquisition and Use Non-fiction articles from various resources, including online sites (CommonLit, NEWSELA, etc.)	E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.	E06.B-C.2.1.1 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas. E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.	Transitions Timeline Footnote Glossary Index heading/subheading Photograph Map Caption Diagram Label	
	E06.B-C.3.1 Demonstrate understanding of connections within and/or among informational texts.	E06.B-C.3.1.1 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 (e.g., fact/opinion, bias). E06.B-C.3.1.2 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).	Text Structure Connotation Denotation Author’s Point Of View Fact/Opinion Bias	
	E06.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	E06.B-V.4.1.1 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. 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. b.Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c.Determine the meaning of technical words and phrases used in a text. E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a.Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b.Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c.Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	Sequence Chronological Description Cause and Effect Problem/Solution Compare/Contrast Biography/ Autobiography Simile Metaphor Hyperbole Personification Root, affix, suffix, prefix	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Conventions of Standard English: Knowledge of Language Text-Dependent Analysis: Evidence-Based Analysis of Text	E06.D.2.1 Use knowledge of language and its conventions.	E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener its conventions. interest, and style.* E06.D.2.1.2 Maintain consistency in style and tone.* E06.D.2.1.3 Choose words and phrases to convey ideas precisely.* E06.D.2.1.4 Choose punctuation for effect.* E06.D.2.1.5 Choose words and phrases for effect.*	Style Tone Precise language Transitional words	2-3 weeks concurrent with information text unit
	E06.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research	E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style. E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.		
Writing: Informative/Explanatory	E06.C.1.2 Write informative/ explanatory text to examine a topic	E06.C.1.2.1 Introduce topic clearly; organize ideas and information using definition, comparison/contrast, classification, or cause/effect to support writer's purpose E06.C.1.2.2 Develop topic with relevant facts, definitions, concrete details, quotations, or other information/examples	Text structure Topic Details Graphic organizers Transitions	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E06.C.1.2.3 Use appropriate transitions E06.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain a topic. E06.C.1.2.5 Establish and maintain a formal style E06.C.1.2.6 Provide a conclusion that supports information and explanations presented.	Precise language Domain specific vocabulary	
	E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* E06.D.1.2.2 Spell correctly. E06.D.1.2.3 Use punctuation to separate items in a series.*		

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Literature Text and Informational Text: Novel: A Long Walk to Water -prereading research -TDA -vocabulary lists (3)	E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments. E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	Internal conflict External conflict Plot Exposition Rising Action Climax Falling Action Resolution Character Setting	7 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	E06.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E06.A-C.2.1.1 Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. E06.A-C.2.1.2 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. E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	Point of View Cliffhanger Foreshadowing Figurative Language Tone Mood Theme Synonyms Antonyms	
	E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.	E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments. E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).		
	E06.B-C.2.1 Demonstrate understanding of	E06.B-C.2.1.1 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.2		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	connections within, between, and/or among informational texts.	Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas. E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.		
	E06.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research	E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style. E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.	Text Evidence Claims Introduction Conclusion Style Precise language Graphic Organizer	
	E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* E06.D.1.2.2 Spell correctly. E06.D.1.2.3 Use punctuation to separate items in a series.*		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Conventions of Standard English Vocabulary Acquisition and Use: Informational and Literature Text Grammar PSSA review Short Stories/Poetry/Articles	E06.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	E06.D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive). E06.D.1.1.2 Use intensive pronouns (e.g., myself, ourselves). E06.D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.* E06.D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E06.D.1.1.5 Recognize and correct inappropriate shifts in verb tense.* E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E06.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* E06.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*	Pronoun Antecedent Vague Adjective Adverb Prepositions Double Negatives	2-3 weeks concurrent with novel
	E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature	E06.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.	Plot: Exposition, rising action, climax, falling action, resolution Character, Setting Literary devices Figurative language Domain specific vocabulary Conflict	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		b.Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c.Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	Tone Mood Simile Metaphor Idiom Alliteration Allusion Verbal and situational irony Hyperbole Onomatopoeia Imagery Theme Point of View	
	E06.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	E06.B-V.4.1.1 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. 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. b.Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c.Determine the meaning of technical words and phrases used in a text. E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a.Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b.Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c.Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).		

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
ELA Course Review	E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature	E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	Plot: Exposition, rising action, climax, falling action, resolution Character, Setting	2-3 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.. E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.	Literary devices Figurative language Domain specific vocabulary Conflict Tone Mood Simile Metaphor Idiom Alliteration Allusion	
	E06.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E06.A-C.2.1.1 Determine an author's purpose in a text and. explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. E06.A-C.2.1.2 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. E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	Pun Verbal and situational irony Hyperbole Onomatopoeia Imagery Theme Point of View Synonym Antonym Connotation	
	E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	E06.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Denotation Affix Prefix Root word Suffix Context clues	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty).	Analogy/word relationships Key/supporting details Textual Evidence Cite Text Features Charts/Graphs Transitions Timeline Footnote Glossary Index heading/subheading Photograph Map Caption Diagram Label Text Structure Connotation Denotation Author's Point Of View Fact/Opinion Bias Sequence Chronological Description Cause and Effect Problem/Solution	
	E06.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts	E06.B-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.B-K.1.1.2 Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments. E06.B-K.1.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps)		
	E06.B-C.2.1 Demonstrate understanding of connections within, between, and/or among informational texts.	E06.B-C.2.1.1 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. E06.B-C.2.1.2 Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas. E06.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text		
	E06.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts	E06.B-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E06.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).	Compare/Contrast Biography/ Autobiography	
Literature Text: Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Vocabulary Acquisition and Use Novel: Touching Spirit Bear -prereading research -vocabulary lists	E06.A-K.1.1 Demonstrate understanding of key ideas and details in literature. E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E06.A-K.1.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. E06.A-K.1.1.2 Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments. E06.A-K.1.1.3 Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution. E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.	Plot: Exposition, rising action, climax, falling action, resolution Character, Setting Literary devices Figurative language Domain specific vocabulary Conflict Tone Mood Simile Metaphor Idiom Alliteration Allusion Verbal and situational irony Hyperbole Onomatopoeia Imagery Theme	8 weeks
	E06.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E06.A-C.2.1.1 Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author. E06.A-C.2.1.2		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		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. E06.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	Point of View Internal conflict External conflict	
	E06.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.	E06.A-C.3.1.1 Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.		
	E06.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	E06.A-V.4.1.1 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. 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. E06.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing: TDA (based on novel) Conventions of Standard English	E06.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research	E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style. E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.		
	E06.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research E06.D.2.1 Use knowledge of language and its conventions	E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts. E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E06.E.1.1.5 Establish and maintain a formal style.	Text Evidence Claims Introduction Conclusion Style Tone Precise language Graphic Organizer Transitions	2-3 days

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Writing: Argumentative		E06.E.1.1.6 Provide a concluding section that follows from the analysis presented. E06.D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.* E06.D.2.1.2 Maintain consistency in style and tone.* E06.D.2.1.3 Choose words and phrases to convey ideas precisely.* E06.D.2.1.4 Choose punctuation for effect.* E06.D.2.1.5 Choose words and phrases for effect.*		
	E06.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling	E06.D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* E06.D.1.2.2 Spell correctly. E06.D.1.2.3 Use punctuation to separate items in a series.*		
	E06.C.1.1 Write arguments to support claims with clear reasons and relevant evidence	E06.C.1.1.1 Introduce claims and support them by organizing evidence/reasons logically E06.C.1.1.2 Support claims with clear reasons and relevant evidence, use accurate/credible sources, demonstrate understanding of topic E06.C.1.1.3 Use words, phrases, clauses to clarify relationships among claims/reasons E06.C.1.1.4 Establish and maintain a formal style E06.1.1.5 Provide a conclusion that reinforces claims and reasons		

English Language Arts 7

Statement of Organization:

This planned instruction integrates written and oral expression using proper grammar to enhance communication skills. It also focuses on analysis of fiction and nonfiction texts, vocabulary, structure, and purpose. ELA 7 will be instructed for a minimum of 80 minutes daily.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining a minimum of 77 percent on all graded forms of assessment.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- drill and practice
- demonstration
- teacher observation
- portfolios
- Projects
- benchmark tests
- standardized tests
- teacher-made tests
- written presentations
- oral presentations
- classroom discussions

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Technology Integration:

Online programs such as Accelerated Reader, IXL, Google Classrooms, NewsELA, ReadWorks, CommonLit, etc. will be utilized when beneficial to the learner. In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

Marking Period 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Literature Speaking & Listening Short Stories	E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, generalizations E07.A-K.1.1.2 Determine a theme or central idea and analyze its development over the course of the text E07.A-K.1.1.2 Write an objective summary E07.A-K.1.1.3 Analyze how particular elements of a story, drama, poem interact (e.g. how setting shapes characters)	Plot(Exposition, Rising Action, Climax, Falling Action, Resolution) Setting Characters Characterization Foreshadowing Humor dramatic irony situational irony verbal irony suspense mood Tone Context Clues Inference Analogy Synonym Antonym Connotation Denotation	2 Short Stories: 2 weeks per story
	E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.		
	E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.A-V.4.1.2 Interpret figures of speech (e.g. literary and mythological allusions) in text E07.A-V.4.1.2 Use relationships (e.g. syn/ant and analogy) between words to understand the meaning of a word. E07.A-V.4.1.2 Distinguish connotations of words with similar denotations		
Writing TDA in response to short stories	E07.E.1.1 Draw evidence from literary or informational texts to	E07.E.1.1.1. Introduce text, state opinion or topic, establish situation, and organize ideas logically to support writer's purpose.	Implicit Explicit Cite Evidence Analyze	1 week

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	support analysis, reflection, and research	E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences to demonstrate an understanding of the text E07.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and texts E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform or explain about text E07.E.1.1.5 Establish and maintain a formal style E07.E.1.1.6 Provide a concluding section that follows from the analysis presented		
Writing Goal Setting Essay	E07. C.1.2 Write informative/explanatory texts to examine a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.	E07.C.1.2.1 (Inform) Introduce a topic for the intended audience; organize ideas and concepts through strategies such as classification com/cont E07.C.1.2.2 (Inform) Develop the topic with relevant facts, definitions, concrete details, quotations or other information/examples. E07.C.1.2.3 (Inform) Use appropriate transitions to clarify the relationship among ideas and concepts E07.C.1.2.4 (Inform) Use precise language and domain-specific vocabulary to inform about or explain topic E07.C.1.2.5 (Inform) Establish and maintain a formal style E07.C.1.2.6 (Inform) Provide a concluding section that follows the info or explanations presented	Formal Writing Style Prewriting Drafting Outline Revising Formal Writing Style Focus Style Tone Content Topic Proofreading Editing Grammar Punctuation Spelling Publishing Transitions Claim Thesis	1 week

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
			Relevant Details Evidence Introduction Conclusion	
Grammar Unit Parts of Speech	E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	E07.D.1.1.1 (Grammar) Explain the functions of phrases and clauses in general and their function in specific sentences E07.D.1.1.2 (Grammar) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas E07.D.1.1.3 (Grammar) Recognize and correct misplaced and dangling modifiers. E07.D.1.1.4 (Grammar) Recognize and correct inappropriate shifts in pronoun number and person E07.D.1.1.5 (Grammar) Recognize and correct vague pronouns (unclear or ambiguous antecedents) E07.D.1.1.6 (Grammar) Recognize and correct inappropriate shifts in verb tense E07.D.1.1.7 (Grammar) Produce complete sentences E07.D.1.1.7 (Grammar) Recognize and correct fragments and run-on sentences E07.D.1.1.8 (Grammar) Correctly use frequently confused words s (eg. to, too, two; there, they're, their) E07.D.1.1.9 (Grammar) Ensure pronoun-antecedent agreement E07.D.1.1.9 (Grammar) Ensure subject-verb	Noun Pronoun Verb Adjective Article Adverbs Prepositions Prepositional Phrase Conjunctions Interjections Coordinating Adjectives Comma Use Subject Direct Object Indirect Object	1 week
Writing Types of Writing	E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.	E07.B-C.2.1.1 Determine author's point of view or purpose. E07.B-C.2.1.1 Analyze how author acknowledges and responds to conflicting evidence or viewpoints. E07.B-C.2.1.2 Analyze the text structure an author uses. Include how major sections and text features contribute to the whole text and to the development of ideas.	Author's Purpose Word Choice Narrative Expository Informational Persuasive	1 week

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E07.B-C.2.1.3 Determine the meaning of words and phrases in text, including figurative, connotative, or technical meanings. E07.B-C.2.1.3 Analyze specific word choice on meaning and tone	Argument Argumentative Descriptive Genre Format Anecdote Dialogue Transition Structure Text Structure Compare/Contrast Descriptive Cause/ Effect Problem/ Solution Classification Definition Chronological/Sequence Text Feature Diagram Heading, Graphic, & Chart Map Timeline Evidence Central idea Topic Summary Audience Style Mood Tone	
	E07.C1.1 Write arguments to support claims with clear reasons and relevant evidence	E07.C.1.1.1 (Persuasive) Introduce claims for intended audience, acknowledge alternate claims, and support the writer's purpose by reasons and evidence E07.C.1.1.2 (Persuasive) Show clear understanding by supporting claims with clear reasons and evidence, using credible sources E07.C.1.1.3 (Persuasive) Use words phrases, and clauses to clarify relationships among claims, reasons, and evidence E07.C.1.1.4 (Persuasive) Establish and maintain a formal style E07.C.1.1.5 (Persuasive) Provide a concluding section that reinforces the claims and reasons		
	E07. C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	E07.C.1.2.1 (Inform) Introduce a topic for the intended audience; organize ideas and concepts through strategies such as classification compare/contrast E07.C.1.2.2 (Inform) Develop the topic with relevant facts, definitions, concrete details, quotations or other information/examples. E07.C.1.2.3 (Inform) Use appropriate transitions to clarify the relationship among ideas and concepts E07.C.1.2.4 (Inform) Use precise language and domain-specific vocabulary to inform about or explain topic E07.C.1.2.5 (Inform) Establish and maintain a formal style E07.C.1.2.6 (Inform) Provide a concluding section that follows the info or explanations presented		
	E07. C.1.3 Write narratives to develop real or imagined	E07.C.1.3.1 (Narrative) Engage/orient reader by establishing a context and point of view and introducing characters/narrator. Organize a natural and logical event sequence.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	experiences or events using effective techniques, relevant descriptive details, and well-structures event sequences.	E07.C.1.3.2 (Nar) Use narrative techniques (dialogue, pacing, description) to develop plot or characters E07.C.1.3.4 (Nar) Use a variety of transition words, phrases, and clauses to convey sequence, time, and setting changes. E07.C.1.3.4 (Nar) Use precise words, descriptive details, and sensory language to capture the action and convey experiences and events E07.C.1.3.5 (Nar) Provide a conclusion that follows the narrated experiences or events		
Vocabulary Acquisition Affix Study	E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.B-V.4.1.1 Determine meaning of technical words and phrases used in text. E07.B-V.4.1.2 Interpret figures of speech (literary and mythological allusion) in text E07.B-V.4.1.2 Use relationships between words to understand those words words.(e.g., synonym/antonym, analogy) E07.B-V.4.1.2 Distinguish connotations of words with similar denotations	Affix Prefix Suffix Root	2 Affix Studies: 1 week per study

Marking Period 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Literature Speaking & Listening Novel	E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, generalizations E07.A-K.1.1.2 Determine a theme or central idea and analyze its development over the course of the text E07.A-K.1.1.2 Write an objective summary	Plot(Exposition, Rising Action, Climax, Falling Action, Resolution) Setting	6 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E07.A-K.1.1.3 Analyze how particular elements of a story, drama, poem interact (e.g. how setting shapes characters)	Characters	
	E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.	Characterization Indirect Characterization Direct Characterization Foreshadowing Theme dramatic irony situational irony verbal irony suspense mood	
	E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.A-V.4.1.2 Interpret figures of speech (e.g. literary and mythological allusions) in text E07.A-V.4.1.2 Use relationships (e.g. syn/ant and analogy) between words to understand the meaning of a word. E07.A-V.4.1.2 Distinguish connotations of words with similar denotations	Tone Context Clues Analogy Synonym Antonym Connotation Denotation	
Writing TDA in response to Novel	E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research	E07.E.1.1.1. Introduce text, state opinion or topic, establish situation, and organize ideas logically to support writer's purpose. E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences to demonstrate an understanding of the text	Implicit Explicit Cite Evidence Analyze	2: 1 week per TDA

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E07.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and texts E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform or explain about text E07.E.1.1.5 Establish and maintain a formal style E07.E.1.1.6 Provide a concluding section that follows from the analysis presented		
Conventions of Standard English Sentences/Phrases	E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	E07.D.1.1.1 (Grammar) Explain the functions of phrases and clauses in general and their function in specific sentences E07.D.1.1.2 (Grammar) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas E07.D.1.1.3 (Grammar) Recognize and correct misplaced and dangling modifiers. E07.D.1.1.4 (Grammar) Recognize and correct inappropriate shifts in pronoun number and person E07.D.1.1.5 (Grammar) Recognize and correct vague pronouns (unclear or ambiguous antecedents) E07.D.1.1.6 (Grammar) Recognize and correct inappropriate shifts in verb tense E07.D.1.1.7 (Grammar) Produce complete sentences E07.D.1.1.7 (Grammar) Recognize and correct fragments and run-on sentences E07.D.1.1.8 (Grammar) Correctly use frequently confused words (e.g. to, too, two; there, they're, their) E07.D.1.1.9 (Grammar) Ensure pronoun-antecedent agreement E07.D.1.1.9 (Grammar) Ensure subject-verb	Capitalization Comma Use Sentence Structure Simple Sentence Compound Sentence Independent Clause Clause Coordinating Conjunction Semicolon Run-On Fragment Complex Sentence Dependent Clause (Subordinate) Subordinating Conjunction Relative Pronoun Adjective Clause Nonrestrictive element Adverb Clause Relative Adverb Subordinating Conjunctions Noun Clause Compound-Complex Sentence	2 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
			Phrase Gerund Participle Phrase Present Participle Preposition Phrase Infinitive Phrase Noun Phrase (demonstrative pronouns)	
Vocabulary Acquisition Affix Study	E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.B-V.4.1.1 Determine meaning of technical words and phrases used in text. E07.B-V.4.1.2 Interpret figures of speech (literary and mythological allusion) in text E07.B-V.4.1.2 Use relationships between words to understand those words words.(e.g., synonym/antonym, analogy) E07.B-V.4.1.2 Distinguish connotations of words with similar denotations	Affix Prefix Suffix Root	2 Affix Studies: 1 week per study

Marking Period 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Conventions of Standard English Commonly Misused Words/Modifiers	E07.D.1.1 Demonstrate command of the conventions of	E07.D.1.1.1 (Grammar) Explain the functions of phrases and clauses in general and their function in specific sentences E07.D.1.1.2 (Grammar) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	Capitalization Comma Use Subject Predicate	2 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	standard English grammar and usage.	E07.D.1.1.3 (Grammar) Recognize and correct misplaced and dangling modifiers. E07.D.1.1.4 (Grammar) Recognize and correct inappropriate shifts in pronoun number and person E07.D.1.1.5 (Grammar) Recognize and correct vague pronouns (unclear or ambiguous antecedents) E07.D.1.1.6 (Grammar) Recognize and correct inappropriate shifts in verb tense E07.D.1.1.7 (Grammar) Produce complete sentences E07.D.1.1.7 (Grammar) Recognize and correct fragments and run-on sentences E07.D.1.1.8 (Grammar) Correctly use frequently confused words s (eg. to, too, two; there, they're, their) E07.D.1.1.9 (Grammar) Ensure pronoun-antecedent agreement E07.D.1.1.9 (Grammar) Ensure subject-verb	Sentence Structure Simple Sentence Compound Sentence Independent Clause Clause Coordinating Conjunction Semicolon Run-On Fragment Complex Sentence Dependent Clause (Subordinate) Relative Pronoun Adjective Clause Nonrestrictive element Adverb Clause Relative Adverb Subordinating Conjunctions Noun Clause Compound-Complex Sentence Phrase Gerund Participle Phrase Preposition Phrase Infinitive Phrase	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
			Noun Phrase (demonstrative pronouns) Misplaced Modifier Dangling Modifier	
Writing Short Story: Extension of Sentences/Phrases/ Commonly Misused Words	E07. C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	E07.C.1.3.1 (Nar) Engage/orient reader by establishing a context and point of view and introducing characters/narrator. Organize a natural and logical event sequence. E07.C.1.3.2 (Nar) Use narrative techniques (dialogue, pacing, description) to develop plot or characters E07.C.1.3.4 (Nar) Use a variety of transition words, phrases, and clauses to convey sequence, time, and setting changes. E07.C.1.3.4 (Nar) Use precise words, descriptive details, and sensory language to capture the action and convey experiences and events E07.C.1.3.5 (Nar) Provide a conclusion that follows the narrated experiences or events	Point of View Setting Plot Indirect Characterization Direct Characterization Conflict Prewriting Drafting Revising Focus Style Tone Content Proofreading Editing Grammar Punctuation Spelling Publishing Transitions Dialogue Pacing Description	1 week

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Acquisition Vocabulary Word Study	E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.B-V.4.1.1 Determine meaning of technical words and phrases used in text. E07.B-V.4.1.2 Interpret figures of speech (literary and mythological allusion) in text E07.B-V.4.1.2 Use relationships between words to understand those words words.(e.g., synonym/antonym, analogy) E07.B-V.4.1.2 Distinguish connotations of words with similar denotations	Define Apply Connotation Synonyms Antonyms Sentences Analogies	5 Lists: 1 week per list
Literature Speaking & Listening Short Story	E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, generalizations E07.A-K.1.1.2 Determine a theme or central idea and analyze its development over the course of the text E07.A-K.1.1.2 Write an objective summary E07.A-K.1.1.3 Analyze how particular elements of a story, drama, poem interact (e.g. how setting shapes characters)	Plot(Exposition, Rising Action, Climax, Falling Action, Resolution) Setting Characters Characterization Indirect Characterization Direct Characterization Foreshadowing Humor dramatic irony situational irony verbal irony	2 weeks
	E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		connotative meanings, in a text; 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.	suspense mood Tone Theme Main Idea Context Clues Analogy Synonym Antonym Connotation Denotation	
	E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.A-V.4.1.2 Interpret figures of speech (e.g. literary and mythological allusions) in text E07.A-V.4.1.2 Use relationships (e.g. syn/ant and analogy) between words to understand the meaning of a word. E07.A-V.4.1.2 Distinguish connotations of words with similar denotations		
Writing TDA in response to short story	E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research	E07.E.1.1.1. Introduce text, state opinion or topic, establish situation, and organize ideas logically to support writer's purpose. E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences to demonstrate an understanding of the text E07.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and texts E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform or explain about text E07.E.1.1.5 Establish and maintain a formal style E07.E.1.1.6 Provide a concluding section that follows from the analysis presented	Implicit Explicit Cite Evidence Analyze	1 week
Reading Informational Test	E07.B-K.1.1 Demonstrate		Sufficient Bias	1 Week

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Editorial Unit	understanding of key ideas and details in informational texts.	E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and generalizations. E07.B-K.1.1.2 Determine two or more central ideas in text. Analyze their development (relationship to supporting ideas). E07.B-K.1.1.2 Write an objective summary E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events)	Sufficient Relevant Irrelevant Sound Unsound Evidence Claim Counterclaim	
	E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.	E07.B-C.2.1.1 Determine author's point of view or purpose. E07.B-C.2.1.1 Analyze how the author acknowledges and responds to conflicting evidence or viewpoints. E07.B-C.2.1.2 Analyze the text structure an author uses. Include how major sections and text features contribute to the whole text and to the development of ideas. E07.B-C.2.1.3 Determine the meaning of words and phrases in text, including figurative, connotative, or technical meanings. E07.B-C.2.1.3 Analyze specific word choice on meaning and tone		
	E07.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.	E07.B-C.3.1.1 Trace and evaluate the argument and specific claims, distinguishing claims supported by reasons and evidence E07.B-C.3.1.2 Analyze how 2 or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts		
Writing Argumentative Essay	E07.C1.1 Write arguments to support claims with	E07.C.1.1.1 (Persuasive) Introduce claims for intended audience, acknowledge alternate claims, and support the writer's purpose by reasons and evidence	Prewriting Drafting Revising Focus	1 week

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	clear reasons and relevant evidence	E07.C.1.1.2 (Persuasive) Show clear understanding by supporting claims with clear reasons and evidence, using credible sources E07.C.1.1.3 (Persuasive) Use words phrases, and clauses to clarify relationships among claims, reasons, and evidence E07.C.1.1.4 (Persuasive) Establish and maintain a formal style E07.C.1.1.5 (Persuasive) Provide a concluding section that reinforces the claims and reasons	Style Tone Content Proofreading Editing Grammar Punctuation Spelling Publishing Transitions Argument Claim Thesis Counterclaim Evidence Credible Sources Citations	
Literature Speaking & Listening Poetry/ Figurative Language	E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, generalizations E07.A-K.1.1.2 Determine a theme or central idea and analyze its development over the course of the text E07.A-K.1.1.2 Write an objective summary E07.A-K.1.1.3 Analyze how particular elements of a story, drama, poem interact (e.g. how setting shapes characters)	Figurative Language Metaphor Simile Personification Hyperbole Idiom Symbolism Sensory Language Imagery Allusion Alliteration Personification Poem Rhyme Rhyme Scheme	2 weeks
	E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.	Stanza Repetition Soliloquy Sonnet Verse	
	E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.A-V.4.1.2 Interpret figures of speech (e.g. literary and mythological allusions) in text E07.A-V.4.1.2 Use relationships (e.g. syn/ant and analogy) between words to understand the meaning of a word. E07.A-V.4.1.2 Distinguish connotations of words with similar denotations		
Vocabulary Acquisition Affix Study	E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.B-V.4.1.1 Determine meaning of technical words and phrases used in text. E07.B-V.4.1.2 Interpret figures of speech (literary and mythological allusion) in text	Affix Prefix Suffix Root	2 Affix Studies: 1 week per study

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E07.B-V.4.1.2 Use relationships between words to understand those words words.(e.g., synonym/antonym, analogy) E07.B-V.4.1.2 Distinguish connotations of words with similar denotations		

Marking Period 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Conventions of Standard English Pronouns/Verbs	E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	E07.D.1.1.1 (Grammar) Explain the functions of phrases and clauses in general and their function in specific sentences E07.D.1.1.2 (Grammar) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas E07.D.1.1.3 (Grammar) Recognize and correct misplaced and dangling modifiers. E07.D.1.1.4 (Grammar) Recognize and correct inappropriate shifts in pronoun number and person E07.D.1.1.5 (Grammar) Recognize and correct vague pronouns (unclear or ambiguous antecedents) E07.D.1.1.6 (Grammar) Recognize and correct inappropriate shifts in verb tense E07.D.1.1.7 (Grammar) Produce complete sentences E07.D.1.1.7 (Grammar) Recognize and correct fragments and run-on sentences E07.D.1.1.8 (Grammar) Correctly use frequently confused words (eg. to, too, two; there, they're, their) E07.D.1.1.9 (Grammar) Ensure pronoun-antecedent agreement	Pronoun Antecedent Subject Object Pronoun-Antecedent Agreement Pronoun Case Pronoun Number Pronoun Person Vague Pronoun Possessive Pronoun Indefinite Pronoun Intensive Pronoun Reflexive Pronouns Interrogative Pronoun Subject-Verb Agreement	2 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E07.D.1.1.9 (Grammar) Ensure subject-verb	Inappropriate Verb Tense Shifts Simple Past Tense Simple Present Tense Simple Future Tense Present Perfect Tense	
	E07.D.1.2 Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling.	E07.D.1.2.1 (Mechanics) Use comma to separate coordinate adjectives E07.D.1.2.2 (Mechanics) Spell correctly E07.D.1.2.3 (Mechanics) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements E07.D.1.2.4 (Mechanics) Use punctuation to separate items in a series	Tense Present Perfect Progressive Present Progressive Participles Present Participle Past Participle Verbal Gerund Infinitive Passive Voice Active Voice Indicative Mood Imperative Mood Interrogative Mood Subjunctive Mood Conditional Mood Comma Semicolon Colon Ellipsis Parentheses Brackets	
Integration of Knowledge and Ideas	E07.A-C.3.1 Demonstrate	E07.A-C.3.1.1 Compare and contrast a fictional portrayal of time, place, or character and a historical account of the	elements of legends elements of myths	1 week

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Mythology	understanding of connections within, between, and/or among texts.	same period as a means of understanding how authors of fiction use or alter history		
ELA Course Review	E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, generalizations E07.A-K.1.1.2 Determine a theme or central idea and analyze its development over the course of the text E07.A-K.1.1.2 Write an objective summary E07.A-K.1.1.3 Analyze how particular elements of a story, drama, poem interact (e.g. how setting shapes characters)	Plot(Exposition, Rising Action, Climax, Falling Action, Resolution) Setting Characters Characterization Indirect Characterization Direct Characterization Foreshadowing Humor dramatic irony situational irony verbal irony suspense mood Tone Theme Main Idea Figurative Language Metaphor Simile Imagery Hyperbole Idiom	2 Weeks
	E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.		
	E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.A-V.4.1.2 Interpret figures of speech (e.g. literary and mythological allusions) in text		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E07.A-V.4.1.2 Use relationships (e.g. syn/ant and analogy) between words to understand the meaning of a word. E07.A-V.4.1.2 Distinguish connotations of words with similar denotations	Allusion Alliteration Symbolism Poem Rhyme	
	E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.	E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and generalizations. E07.B-K.1.1.2 Determine two or more central ideas in text. Analyze their development (relationship to supporting ideas). E07.B-K.1.1.2 Write an objective summary E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events)	Rhyme Scheme Stanza Repetition Soliloquy Sonnet Context Clues Analogy Synonym Antonym	
	E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.	E07.B-C.2.1.1 Determine author's point of view or purpose. E07.B-C.2.1.1 Analyze how the author acknowledges and responds to conflicting evidence or viewpoints. E07.B-C.2.1.2 Analyze the text structure an author uses. Include how major sections and text features contribute to the whole text and to the development of ideas. E07.B-C.2.1.3 Determine the meaning of words and phrases in text, including figurative, connotative, or technical meanings. E07.B-C.2.1.3 Analyze specific word choice on meaning and tone	Connotation Denotation Author's Purpose Structure Text Structure Descriptive Cause/ Effect Problem/ Solution Compare/Contrast Classification Definition Chronological/Sequence	
	E07.B-C.3.1 Demonstrate understanding of connections within, between, and/or	E07.B-C.3.1.1 Trace and evaluate the argument and specific claims, distinguishing claims supported by reasons and evidence E07.B-C.3.1.2 Analyze how 2 or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts	Text Feature Diagram Heading Graphic Chart	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	among informational texts.		Map Timeline Word Choice Evidence Central idea Topic Summary Audience Sufficient Bias Sufficient Relevant Irrelevant Sound Unsound Evidence Claim Counterclaim Implicit Explicit Cite Evidence Analyze	
	E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts	E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.B-V.4.1.1 Determine meaning of technical words and phrases used in text. E07.B-V.4.1.2 Interpret figures of speech (literary and mythological allusion) in text E07.B-V.4.1.2 Use relationships between words to understand those words words.(e.g., synonym/antonym, analogy) E07.B-V.4.1.2 Distinguish connotations of words with similar denotations		
	E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research	E07.E.1.1.1. Introduce text, state opinion or topic, establish situation, and organize ideas logically to support writer's purpose. E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences to demonstrate an understanding of the text E07.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and texts E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform or explain about text E07.E.1.1.5 Establish and maintain a formal style E07.E.1.1.6 Provide a concluding section that follows from the analysis presented		
Literature Speaking & Listening	E07.A-K.1.1 Demonstrate understanding of	E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, generalizations	Plot(Exposition, Rising Action,	4 weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Novel	key ideas and details in literature.	E07.A-K.1.1.2 Determine a theme or central idea and analyze its development over the course of the text E07.A-K.1.1.2 Write an objective summary E07.A-K.1.1.3 Analyze how particular elements of a story, drama, poem interact (e.g. how setting shapes characters)	Climax, Falling Action, Resolution) Setting Characters Characterization Foreshadowing Humor dramatic irony situational irony verbal irony suspense mood Tone Theme Main Idea Figurative Language Metaphor Simile Imagery Hyperbole Idiom Allusion Alliteration Symbolism Context Clues Analogy Synonym Antonym Connotation Denotation	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
Vocabulary Acquisition Vocabulary Word Study	E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.	E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.	Define Apply Connotation Synonyms Antonyms Sentences Analogies	5 Lists: 1 week per list
Vocabulary Acquisition Affix Study	E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.A-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.A-V.4.1.2 Interpret figures of speech (e.g. literary and mythological allusions) in text E07.A-V.4.1.2 Use relationships (e.g. syn/ant and analogy) between words to understand the meaning of a word. E07.A-V.4.1.2 Distinguish connotations of words with similar denotations	Affix Prefix Suffix Root	2 Affix Studies: 1 week per study
Writing TDA in response to short story	E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research	E07.E.1.1.1. Introduce text, state opinion or topic, establish situation, and organize ideas logically to support writer's purpose. E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences to demonstrate an understanding of the text E07.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and texts E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform or explain about text	Implicit Explicit Cite Evidence Analyze	1 week

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		E07.E.1.1.5 Establish and maintain a formal style E07.E.1.1.6 Provide a concluding section that follows from the analysis presented		
Vocabulary Acquisition Vocabulary Word Study	E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.B-V.4.1.1 Determine meaning of technical words and phrases used in text. E07.B-V.4.1.2 Interpret figures of speech (literary and mythological allusion) in text E07.B-V.4.1.2 Use relationships between words to understand those words words.(e.g., synonym/antonym, analogy) E07.B-V.4.1.2 Distinguish connotations of words with similar denotations	Define Apply Connotation Synonyms Antonyms Sentences Analogies	5 Lists: 1 week per list
Vocabulary Acquisition Affix Study	E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using context E07.B-V.4.1.1 Determine the meaning of unknown and multiple meaning words and phrases using common/grade-appropriate Greek or Latin affixes and roots. E07.B-V.4.1.1 Determine meaning of technical words and phrases used in text. E07.B-V.4.1.2 Interpret figures of speech (literary and mythological allusion) in text E07.B-V.4.1.2 Use relationships between words to understand those words words.(e.g., synonym/antonym, analogy) E07.B-V.4.1.2 Distinguish connotations of words with similar denotations	Affix Prefix Suffix Root	2 Affix Studies: 1 week per study

English Language Arts 8

Statement of Organization:

This course is comprehensive in nature, concentrating on the basics of grammar, composition, oral expression, and appreciation of a variety of literary works through analysis. English 8 is a one credit, required course for 8th grade students that meets for a minimum of minimum of 80 minutes daily..

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- visual and oral presentations
- portfolios
- projects
- self-evaluations
- teacher made tests
- benchmark tests
- written presentations
- constructed responses
- classroom discussions

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

MARKING PERIOD 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
WRITING: Narrative Writing	Anchor Descriptor - E08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Eligible Content - E08.C.1.3.1 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 to support the writer's purpose. Eligible Content - E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Eligible Content - E08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events. Eligible Content - E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Eligible Content - E08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.	Narrative Introduction Body Paragraphs Conclusion Topic Main Idea Supporting Details Restatement Prewriting Drafting Revising Editing Publishing Proofreading Focus Style Tone Content Transitions Dialogue Pacing Description Point of View	3 Weeks
	Anchor Descriptor - E08.D.2.1 Use knowledge of language and its conventions.	Eligible Content - E08.D.2.1.1 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). Eligible Content - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Eligible Content - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style. Eligible Content - E08.D.2.1.4 Maintain consistency in style and tone. Eligible Content - E08.D.2.1.5 Choose punctuation for effect. Eligible Content - E08.D.2.1.6 Choose words and phrases for effect.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
WRITING: Conventions/Grammar	Anchor Descriptor - E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	Eligible Content - E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. Eligible Content - E08.D.1.1.2 Form and use verbs in the active and passive voice. Eligible Content - E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Eligible Content - E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood. Eligible Content - E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Eligible Content - E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person. Eligible Content - E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Eligible Content - E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense. Eligible Content - E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Eligible Content - E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). Eligible Content - E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.	Noun Pronoun Verb Adjective Adverb Preposition Interjection Conjunction Subject Predicate Fragment Fused Run-on Comma Splice Independent Clause Dependent Clause Adjective Clause Adverb Clause Noun Clause Gerund Phrase Infinitive Phrase Participle Phrase Prepositional Phrase Simple Sentence Compound Sentence Complex Sentence Compound-Complex Sentence Comma Semicolon Colon Ellipsis Parenthesis Bracket	4 Weeks
	Anchor Descriptor - E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Eligible Content - E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. Eligible Content - E08.D.1.2.2 Use an ellipsis to indicate an omission. Eligible Content - E08.D.1.2.3 Spell correctly.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements. Eligible Content - E08.D.1.2.5 Use punctuation to separate items in a series.		
LITERATURE: Short Stories - <i>(The Tell-Tale Heart)</i> - <i>(The Cask of Amontillado)</i>	Anchor Descriptor - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	Central/Main Idea Theme Plot Exposition Rising Action Climax Falling Action Resolution Setting Mood Dynamic Character Static Character Direct -Characterization Indirect - Characterization Protagonist Antagonist Suspense Foreshadowing Imagery Pacing Genre Gothic Genre Horror Genre Unreliable Narrator Fable Fantasy Story Folktale Myth	2 Weeks
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.	Eligible Content - E08.A-C.2.1.1 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. Eligible Content - E08.A-C.2.1.2 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. Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
	Anchor Descriptor - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.	Eligible Content - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.		
	Anchor Descriptor - E08.A-V.4.1 Demonstrate understanding of vocabulary	Eligible Content - E08.A-V.4.1.1 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. a. Use		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	and figurative language in literature.	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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Traditional Stories <u>STORY SPECIFIC: <i>The Tell-Tale Heart</i></u> Dissimulation Vex Profound Sagacity Stealthily Envelop Stimulate Suavity Audacity Vehemently Trifle Gesticulation Derision Hypocritical Dissemble <u>STORY SPECIFIC: <i>The Cask of Amontillado</i></u> Catacomb Preclude Impunity Retribution Wont Insufferable Explicitly Crypt Extremity Fetter Sunside Aperture	

MARKING PERIOD 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
LITERATURE: Novel (<i>The Hunger Games</i>)	Anchor Descriptor - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	Central/Main Idea Theme Plot Exposition Rising Action Climax Falling Action Resolution Setting Mood Dynamic Character Static Character Direct - Characterization Indirect - Characterization Protagonist Antagonist Suspense Foreshadowing Imagery Pacing Genre	9 Weeks
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.	Eligible Content - E08.A-C.2.1.1 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. Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	NOVEL SPECIFIC: Utopia Dystopia Propaganda Apothecary Sustenance Repentance Tenuous	
	Anchor Descriptor - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	Eligible Content - E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		(associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Decrepit Affectations Oblivious Banal Anecdote Foresight Bravado Noxious Evasion Despondency Pariah Arduous Sadistic Plaintively Emaciated Feral Arbitrary Rapport Palpable	

MARKING PERIOD 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
INFORMATIONAL TEXT: Podcast (<i>Crime Junkie</i>) Articles (<i>Readworks</i>)	Anchor Descriptor - E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.	Eligible Content - E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Text Structures Description Compare/Contrast Problem/Solution Cause/Effect Sequential/Chronological Order Text Features	4 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	Title Heading Subheading	
	Anchor Descriptor - E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.	Eligible Content - E08.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Eligible Content - E08.B-C.2.1.2 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. Eligible Content - E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Graphic Chart Diagram Example Illustration Caption Map Table Timeline Hyperlink Sidebar Menu	
	Anchor Descriptor - E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	Eligible Content - E08.B-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text. Eligible Content - E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Bold Italic Author's Purpose Inform Entertain Persuade	
WRITING: Text-Dependent Analysis	Anchor Descriptor - E08.E.1.1 Draw evidence from literary or informational texts to	Eligible Content - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Main/Central Idea Central Message Topic	2 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	support analysis, reflection, and/or research.	Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. Eligible Content - E08.E.1.1.5 Establish and maintain a formal style. Eligible Content - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	Claim Position Thesis Controlling Point Supporting Idea/ Key Detail Evidence Reasoning Inference Explicit Implicit Analysis Interpret Tone Formal Style Informal Style Voice Audience Point of View Introduction Body Conclusion Topic Sentence Supporting Sentences Transitions Word Choice Conciseness Wordiness	
WRITING: Conventions/Grammar	Anchor Descriptor - E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	Eligible Content - E08.D.1.1.2 Form and use verbs in the active and passive voice. Eligible Content - E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Independent Clause Dependent Clause Subordinate Clause Subordinating- Conjunction Prepositional Phrase	2 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood. Eligible Content - E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Eligible Content - E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense. Eligible Content - E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	Adjective Clause Adverb Clause Noun Clause Direct Object Indirect Object Action Verb Transitive Verb Linking Verb Verb Tense Antecedent	
LITERATURE: Novel (<i>The Boy in the Striped Pajamas</i>)	Anchor Descriptor - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	<u>NOVEL SPECIFIC:</u> Frustration Employ Desolate Restriction Determined Priority Resign Acknowledge Exasperation Casually Inscription Barbed Conviction Counter Emerge Efficiency Ergo Significance Insolent Pension	6 Weeks
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.	Eligible Content - E08.A-C.2.1.1 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. Eligible Content - E08.A-C.2.1.2 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. Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Obliged Campaign Reverberate Incredulous Frenzied Escapade Diversion Astonished	
	Anchor Descriptor - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.	Eligible Content - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.	Coincide Reclaim Heritage Sinister Circumstance Ban Despair Forlorn Superior Resolution Crockery Extravagant Enunciate Disdain Flustered Snippet Contradict Catastrophe Torrent Incumbent Administer Trek Dilemma Undeniable Sarcasm Sophistication	
	Anchor Descriptor - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	Eligible Content - E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
			Anatomy Plead Grimace Inconsolable Piercing Misshapen Eavesdrop Senile Explicit Reluctantly Smuggle Rejection Concede Squelch Typical Disguise Unaccustomed Outbreak Disturbance Mercilessly Logical	

MARKING PERIOD 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
LITERATURE: Drama (The Diary of Anne Frank)	Anchor Descriptor - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Drama Comedy Tragedy Act Scene Stage Directions	2 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	Narrator Cast of Characters Stock Characters Protagonist	
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.	Eligible Content - E08.A-C.2.1.1 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. Eligible Content - E08.A-C.2.1.2 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. Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Antagonist Foil Indirect-Characterization Direct-Characterization Objective Motivation Internal Conflict External Conflict Dialogue Monologue Soliloquy Anecdote	
	Anchor Descriptor - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.	Eligible Content - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	Theme Mood Plot Setting Chronological Order Flashback Foreshadowing	
	Anchor Descriptor - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	Eligible Content - E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations	Dramatic Irony Situational Irony <u>DRAMA SPECIFIC:</u> Conspicuous Unabashed Loathe Indignantly Fortify Zeal	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		(associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Tyranny Gingerly Ostentatiously Appalled Disgruntled Inarticulate Forlorn Animation Remorse	
WRITING: Research Writing	Anchor Descriptor - E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Eligible Content - E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. Eligible Content - E08.D.1.2.2 Use an ellipsis to indicate an omission. Eligible Content - E08.D.1.2.3 Spell correctly. Eligible Content - E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements. Eligible Content - E08.D.1.2.5 Use punctuation to separate items in a series.	Argument Sound Reasoning Evidence Sufficient Relevant Conflicting Evidence Conflicting Viewpoint Claim Counterclaim Support Conclusion Analysis Interpret Evaluate Generalization Integrate Bias Author's Viewpoint Author's Purpose Audience Tone Voice Style Dash	2 Weeks
	Anchor Descriptor - E08.D.2.1 Use knowledge of language and its conventions.	Eligible Content - E08.D.2.1.1 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). Eligible Content - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Eligible Content - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style. Eligible Content - E08.D.2.1.4 Maintain consistency in style and tone.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.D.2.1.5 Choose punctuation for effect. Eligible Content - E08.D.2.1.6 Choose words and phrases for effect.	Ellipsis Hyphenation Parenthesis MLA Format Works Cited In-Text Citation Introduction Body Conclusion Topic Sentence Supporting Sentences Transitions Word Choice Conciseness Wordiness	
	Anchor Descriptor - E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Eligible Content - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. Eligible Content - E08.E.1.1.5 Establish and maintain a formal style. Eligible Content - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.		
LITERATURE: Poetry	Anchor Descriptor - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	Poetry Poem Sonnet Line Stanza Verse Poetic Devices Rhyme Rhyme Scheme Repetition Imagery	2 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.	Eligible Content - E08.A-C.2.1.1 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. Eligible Content - E08.A-C.2.1.2 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. Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Mood Tone Sound Devices Alliteration Onomatopoeia Figurative Language Idiom Hyperbole Irony Simile Metaphor Personification Symbolism Allusion Literal Meaning Figurative Meaning Connotation Denotation	
	Anchor Descriptor - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.	Eligible Content - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.		
	Anchor Descriptor - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	Eligible Content - E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
WRITING: Argumentative Writing	Anchor Descriptor - E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Eligible Content - E08.D.2.1.1 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). Eligible Content - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Eligible Content - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style. Eligible Content - E08.D.2.1.4 Maintain consistency in style and tone. Eligible Content - E08.D.2.1.5 Choose punctuation for effect. Eligible Content - E08.D.2.1.6 Choose words and phrases for effect.	Argument Sound Reasoning Evidence Sufficient Relevant Conflicting Evidence Conflicting Viewpoint Claim Counterclaim Support Conclusion Analysis Interpret Evaluate Generalization Integrate Bias Author's Viewpoint Author's Purpose Audience Tone Voice Style Dash Ellipsis Hyphenation Parenthesis MLA Format Works Cited In-Text Citation Introduction Body Conclusion Topic Sentence	3 Weeks
	Anchor Descriptor - E08.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.	Eligible Content - E08.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence. Eligible Content - E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Eligible Content - E08.C.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Eligible Content - E08.C.1.1.4 Establish and maintain a formal style. Eligible Content - E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.		
	Anchor Descriptor - E08.E.1.1 Draw evidence from literary or informational texts to	Eligible Content - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	support analysis, reflection, and/or research.	Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. Eligible Content - E08.E.1.1.5 Establish and maintain a formal style. Eligible Content - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	Supporting Sentences Transitions Word Choice Conciseness Wordiness	
SPEAKING & LISTENING: Argumentative Presentations	Anchor Descriptor - E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Eligible Content - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Audience Objective Thesis Outline Hook Transition Visual Aid Slide Design Contrast Alignment Rehearsal Pacing Projection Body Language Cue	1 Week
	Presentation Present findings to support a claim in a manner that is coherent, visually appealing	Standard - CC.1.5.8.D 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, adequate volume and clear pronunciation.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	and interesting, while maintaining a formal style.	Standard - CC.1.5.8.E Adapt speech to a variety of contexts and tasks. Standard - CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. Standard - CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.		

Honors English Language Arts 8

Statement of Organization:

This course is comprehensive in nature, concentrating on the basics of grammar, composition, oral expression, and appreciation of a variety of literary works through analysis. Honors English 8 is a one credit, required course for 8th grade students that meets for a minimum of minimum of 80 minutes daily.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining at least 77 percent (77%) on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- demonstrations
- drill and practice
- teacher observation
- visual and oral presentations
- portfolios
- projects
- self-evaluations
- teacher made tests
- benchmark tests
- written presentations
- constructed responses
- classroom discussions

****Note: Students enrolled in Honors English 8 will complete additional literary works and writing assignments that require deeper analysis, stronger critical-thinking skills, and greater independence than the standard English course.**

Estimated Instructional Time:

The sections below outline each of the four nine-week periods of instruction.

Sequence

The Big Ideas/Reporting Categories are listed in order of delivery.

Technology Integration:

In addition to print resources, students will use technology when available to achieve learning goals and generate products in conjunction with the standards.

MARKING PERIOD 1

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
WRITING: Narrative Writing	Anchor Descriptor - E08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	Eligible Content - E08.C.1.3.1 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 to support the writer's purpose. Eligible Content - E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Eligible Content - E08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events. Eligible Content - E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Eligible Content - E08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.	Narrative Introduction Body Paragraphs Conclusion Topic Main Idea Supporting Details Restatement Prewriting Drafting Revising Editing Publishing Proofreading Focus Style Tone Content Transitions Dialogue Pacing Description Point of View	3 Weeks
	Anchor Descriptor - E08.D.2.1 Use knowledge of language and its conventions.	Eligible Content - E08.D.2.1.1 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). Eligible Content - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Eligible Content - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.D.2.1.4 Maintain consistency in style and tone. Eligible Content - E08.D.2.1.5 Choose punctuation for effect. Eligible Content - E08.D.2.1.6 Choose words and phrases for effect.		
WRITING: Conventions/Grammar	Anchor Descriptor - E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	Eligible Content - E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. Eligible Content - E08.D.1.1.2 Form and use verbs in the active and passive voice. Eligible Content - E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Eligible Content - E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood. Eligible Content - E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Eligible Content - E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person. Eligible Content - E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Noun Pronoun Verb Adjective Adverb Preposition Interjection Conjunction Subject Predicate Fragment Fused Run-on Comma Splice Independent Clause Dependent Clause Adjective Clause Adverb Clause Noun Clause Gerund Phrase Infinitive Phrase	4 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense. Eligible Content - E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. Eligible Content - E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're). Eligible Content - E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.	Participle Phrase Prepositional Phrase Simple Sentence Compound Sentence Complex Sentence Compound-Complex Sentence Comma Semicolon Colon Ellipsis Parenthesis Bracket	
	Anchor Descriptor - E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Eligible Content - E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. Eligible Content - E08.D.1.2.2 Use an ellipsis to indicate an omission. Eligible Content - E08.D.1.2.3 Spell correctly. Eligible Content - E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements. Eligible Content - E08.D.1.2.5 Use punctuation to separate items in a series.		
LITERATURE: Short Stories - <i>(The Tell-Tale Heart)</i>	Anchor Descriptor - E08.A-K.1.1 Demonstrate understanding of key	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Central/Main Idea Theme Plot	2 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
- <i>(The Cask of Amontillado)</i>	ideas and details in literature.	Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	Exposition Rising Action Climax Falling Action Resolution Setting Mood Dynamic Character Static Character Direct - Characterization Indirect - Characterization Protagonist Antagonist Suspense Foreshadowing Imagery Pacing Genre Gothic Genre Horror Genre Unreliable Narrator Fable Fantasy Story Folktale Myth	
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.	Eligible Content - E08.A-C.2.1.1 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. Eligible Content - E08.A-C.2.1.2 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. Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
	Anchor Descriptor - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.	Eligible Content - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Anchor Descriptor - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	Eligible Content - E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Traditional Stories <u>STORY SPECIFIC: <i>The Tell-Tale Heart</i></u> Dissimulation Vex Profound Sagacity Stealthily Envelop Stimulate Suavity Audacity Vehemently Trifle Gesticulation Derision Hypocritical Dissemble <u>STORY SPECIFIC:</u> <u><i>The Cask of Amontillado</i></u> Catacomb Preclude Impunity Retribution Wont	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
			Insufferable Explicitly Crypt Extremity Fetter Sunside Aperture	

MARKING PERIOD 2

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
LITERATURE: Novel (<i>The Hunger Games</i>)	Anchor Descriptor - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	Central/Main Idea Theme Plot Exposition Rising Action Climax Falling Action Resolution Setting Mood Dynamic Character Static Character Direct - Characterization	9 Weeks
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of	Eligible Content - E08.A-C.2.1.1 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.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	craft and structure in literature.	Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Indirect - Characterization Protagonist Antagonist Suspense Foreshadowing	
	Anchor Descriptor - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	Eligible Content - E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Imagery Pacing Genre <u>NOVEL SPECIFIC:</u> Utopia Dystopia Propaganda Apothecary Sustenance Repentance Tenuous Decrepit Affectations Oblivious Banal Anecdote Foresight Bravado Noxious Evasion Despondency	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
			Pariah Arduous Sadistic Plaintively Emaciated Feral Arbitrary Rapport Palpable	

MARKING PERIOD 3

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
INFORMATIONAL TEXT: Podcast (<i>Crime Junkie</i>) Articles (<i>Readworks</i>)	Anchor Descriptor - E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.	Eligible Content - E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Eligible Content - E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	Text Structures Description Compare/Contrast Problem/Solution Cause/Effect Sequential/Chronological Order Text Features Title Heading Subheading Graphic	4 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Anchor Descriptor - E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.	Eligible Content - E08.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Eligible Content - E08.B-C.2.1.2 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. Eligible Content - E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Chart Diagram Example Illustration Caption Map Table Timeline Hyperlink Sidebar Menu Bold Italic	
	Anchor Descriptor - E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.	Eligible Content - E08.B-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text. Eligible Content - E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the	Author's Purpose Inform Entertain Persuade	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
WRITING: Text-Dependent Analysis	Anchor Descriptor - E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Eligible Content - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. Eligible Content - E08.E.1.1.5 Establish and maintain a formal style. Eligible Content - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	Main/Central Idea Central Message Topic Claim Position Thesis Controlling Point Supporting Idea/ Key Detail Evidence Reasoning Inference Explicit Implicit Analysis Interpret Tone Formal Style Informal Style Voice Audience Point of View Introduction Body Conclusion	2 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
			Topic Sentence Supporting Sentences Transitions Word Choice Conciseness Wordiness	
WRITING: Conventions/Grammar	Anchor Descriptor - E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	Eligible Content - E08.D.1.1.2 Form and use verbs in the active and passive voice. Eligible Content - E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Eligible Content - E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood. Eligible Content - E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Eligible Content - E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense. Eligible Content - E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	Independent Clause Dependent Clause Subordinate Clause Subordinating-Conjunction Prepositional Phrase Adjective Clause Adverb Clause Noun Clause Direct Object Indirect Object Action Verb Transitive Verb Linking Verb Verb Tense Antecedent	2 Weeks
LITERATURE: Novel (<i>The Boy in the Striped Pajamas</i>)	Anchor Descriptor - E08.A-K.1.1 Demonstrate	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says	<u>NOVEL SPECIFIC:</u> Frustration	6 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	understanding of key ideas and details in literature.	explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	Employ Desolate Restriction Determined Priority Resign Acknowledge Exasperation Casually Inscription Barbed Conviction Counter Emerge Efficiency Ergo Significance Insolent Pension Obliged Campaign Reverberate Incredulous Frenzied Escapade Diversion Astonished	
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.	Eligible Content - E08.A-C.2.1.1 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. Eligible Content - E08.A-C.2.1.2 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. Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
	Anchor Descriptor - E08.A-C.3.1 Demonstrate understanding of connections within,	Eligible Content - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	between, and/or among texts.		Coincide Reclaim Heritage Sinister Circumstance Ban Despair Forlorn Superior Resolution Crockery Extravagant Enunciate Disdain Flustered Snippet Contradict Catastrophe Torrent Incumbent Administer Trek Dilemma Undeniable Sarcasm Sophistication Anatomy Plead	
	Anchor Descriptor - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	Eligible Content - E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
			Grimace Inconsolable Piercing Misshapen Eavesdrop Senile Explicit Reluctantly Smuggle Rejection Concede Squelch Typical Disguise Unaccustomed Outbreak Disturbance Mercilessly Logical	

MARKING PERIOD 4

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
LITERATURE: Drama (The Diary of Anne Frank)	Anchor Descriptor - E08.A-K.1.1 Demonstrate understanding of	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Drama Comedy Tragedy Act	2 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	key ideas and details in literature.	Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	Scene Stage Directions Narrator Cast of Characters Stock Characters Protagonist Antagonist Foil Indirect-Characterization Direct-Characterization Objective Motivation Internal Conflict External Conflict Dialogue Monologue Soliloquy Anecdote Theme Mood Plot Setting Chronological Order Flashback Foreshadowing Dramatic Irony Situational Irony	
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.	Eligible Content - E08.A-C.2.1.1 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. Eligible Content - E08.A-C.2.1.2 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. Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
	Anchor Descriptor - E08.A-C.3.1 Demonstrate understanding of connections within,	Eligible Content - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	between, and/or among texts.	Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.	<u>DRAMA SPECIFIC:</u> Conspicuous Unabashed Loathe Indignantly Fortify Zeal Tyranny Gingerly Ostentatiously Appalled Disgruntled Inarticulate Forlorn Animation Remorse	
	Anchor Descriptor - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	Eligible Content - E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
WRITING: Research Writing	Anchor Descriptor - E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Eligible Content - E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. Eligible Content - E08.D.1.2.2 Use an ellipsis to indicate an omission. Eligible Content - E08.D.1.2.3 Spell correctly.	Argument Sound Reasoning Evidence Sufficient Relevant Conflicting Evidence Conflicting Viewpoint	2 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements. Eligible Content - E08.D.1.2.5 Use punctuation to separate items in a series.	Claim Counterclaim Support Conclusion Analysis Interpret	
	Anchor Descriptor - E08.D.2.1 Use knowledge of language and its conventions.	Eligible Content - E08.D.2.1.1 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). Eligible Content - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Eligible Content - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style. Eligible Content - E08.D.2.1.4 Maintain consistency in style and tone. Eligible Content - E08.D.2.1.5 Choose punctuation for effect. Eligible Content - E08.D.2.1.6 Choose words and phrases for effect.	Evaluate Generalization Integrate Bias Author's Viewpoint Author's Purpose Audience Tone Voice Style Dash Ellipsis Hyphenation Parenthesis MLA Format Works Cited In-Text Citation Introduction Body	
	Anchor Descriptor - E08.E.1.1 Draw evidence from	Eligible Content - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational	Conclusion Topic Sentence Supporting Sentences	

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	literary or informational texts to support analysis, reflection, and/or research.	structure in which ideas are logically grouped to support the writer's purpose. Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. Eligible Content - E08.E.1.1.5 Establish and maintain a formal style. Eligible Content - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.	Transitions Word Choice Conciseness Wordiness	
LITERATURE: Poetry	Anchor Descriptor - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Poetry Poem Sonnet Line Stanza Verse Poetic Devices Rhyme	2 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	Rhyme Scheme Repetition Imagery Mood Tone	
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.	Eligible Content - E08.A-C.2.1.1 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. Eligible Content - E08.A-C.2.1.2 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. Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Sound Devices Alliteration Onomatopoeia Figurative Language Idiom Hyperbole Irony Simile Metaphor Personification Symbolism Allusion Literal Meaning Figurative Meaning	
	Anchor Descriptor - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.	Eligible Content - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	Connotation Denotation	
	Anchor Descriptor - E08.A-V.4.1	Eligible Content - E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Demonstrate understanding of vocabulary and figurative language in literature.	phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
LITERATURE: Novel - Self Study (Catching Fire)	Anchor Descriptor - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.	Eligible Content - E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. Eligible Content - E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. Eligible Content - E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem	Central/Main Idea Theme Plot Exposition Rising Action Climax Falling Action Resolution Setting Mood Dynamic Character	4-5 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		propel the action, reveal aspects of a character, or provoke a decision.	Static Character Direct -Characterization Indirect -Characterization Protagonist Antagonist Suspense Foreshadowing Imagery Pacing Genre	
	Anchor Descriptor - E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.	Eligible Content - E08.A-C.2.1.1 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. Eligible Content - E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<u>NOVEL SPECIFIC:</u>	
	Anchor Descriptor - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.	Eligible Content - E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.		
	Anchor Descriptor - E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.	Eligible Content - E08.A-V.4.1.1 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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
WRITING: Argumentative Writing	Anchor Descriptor - E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	Eligible Content - E08.D.2.1.1 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). Eligible Content - E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Eligible Content - E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style. Eligible Content - E08.D.2.1.4 Maintain consistency in style and tone. Eligible Content - E08.D.2.1.5 Choose punctuation for effect. Eligible Content - E08.D.2.1.6 Choose words and phrases for effect.	Argument Sound Reasoning Evidence Sufficient Relevant Conflicting Evidence Conflicting Viewpoint Claim Counterclaim Support Conclusion Analysis Interpret Evaluate Generalization Integrate Bias Author's Viewpoint Author's Purpose	3 Weeks

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Anchor Descriptor - E08.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.	Eligible Content - E08.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence. Eligible Content - E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Eligible Content - E08.C.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Eligible Content - E08.C.1.1.4 Establish and maintain a formal style. Eligible Content - E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.	Audience Tone Voice Style Dash Ellipsis Hyphenation Parenthesis MLA Format Works Cited In-Text Citation Introduction Body Conclusion Topic Sentence Supporting Sentences Transitions Word Choice Conciseness Wordiness	
	Anchor Descriptor - E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Eligible Content - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).		

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
		Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. Eligible Content - E08.E.1.1.5 Establish and maintain a formal style. Eligible Content - E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.		
SPEAKING & LISTENING: Argumentative Presentations	Anchor Descriptor - E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	Eligible Content - E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Eligible Content - E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). Eligible Content - E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Eligible Content - E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Audience Objective Thesis Outline Hook Transition Visual Aid Slide Design Contrast Alignment Rehearsal Pacing Projection Body Language Cue	1 Week

Big Idea/Reporting Category	Concepts	Competencies/Eligible Content	Vocabulary	Pacing
	Presentation Present findings to support a claim in a manner that is coherent, visually appealing and interesting, while maintaining a formal style.	Standard - CC.1.5.8.D 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, adequate volume and clear pronunciation. Standard - CC.1.5.8.E Adapt speech to a variety of contexts and tasks. Standard - CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. Standard - CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.		

K-8 Reading Lists

Kindergarten: Teachers will read at least 8 of the following STaR stories per quarter:

Look Out Kindergarten, Here I Come! -Nancy Carlson

It's Mine! -Leo Leonni

I Like Myself -Karen Beaumont

Jamaica's Find - Juanita Havill

The Little Red Fern -Carol Ottolenghi

Peter's Chair -Ezra Jack Keats

Too Much Noise - Ann McGovern

Little Red Riding Hood -Laura Orlove

In November -Cynthia Rylant

Red Are the Apples -Marc Harshman and Cheryl Ryan

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear -Don and Audrey Wood

Bunny Cakes -Rosemary Wells

Peter and the Wolf -Sergei Prkofiev

The Noisy Paint Box -Barb Rosenstock

A Letter to Amy -Ezra Jack Keats

It's Winter -Linda Glaser

Harry the Dirty Dog -Gene Zion

The Empty Pot -Demi

Dear Juno -Soyung Pak

Miss Rumphius -Barbara Cooney

On the Town: A Community Adventure -Judith Casely

Stop, Drop, and Roll -Margery Cuyler

Up in the Garden and Down in the Dirt -Kate Messner

The Possum and the Peeper -Anne Hunter

The Curious Garden -Peter Brown

Carlos and the Squash Plant -Jan Romero Stevens

The Salamander Room -Anne Mazer

Annie and the Wild Animals -Jan Brett

Mr. Putter and Tabby Feed the Fish -Cynthia Rylant

Rain Rain Rivers -Uri Shulevitz

Water Dance -Thomas Locker

Our Big Home: An Earth Poem -Linda Glaser
The Giving Tree -Shel Silverstein

First Grade: Teachers will read at least 9 of the following STaR stories per quarter:

Are You My Mother? - P. D. Eastman
There's an Alligator Under My Bed - Mercer Mayer
Bringing the Rain to Kapiti Plain - Verna Aardema
Ostriches on the Farm - Richard Gifford, SFAF
Sophie and the Mother's Day Card - Kaye Umansky
Birds: Nature's Magnificent Flying Machines -Caroline Arnold
Ice Cream: The Full Scoop - Gail Gibbons
Six-Dinner Sid -Inga Moore
Good Job, Ajay! - Stuart J. Murphy
Jamaica Louise James - Amy Hest
Scrambled Eggs - Susan Davis, SFAF
The Relatives Came - Cynthia Rylant
The Ant and the Elephant - Bill Peet
Muddy Muddy - Susan Davis, SFAF
Beaks! - Sneed B. Collard III and Robin Brickman
Farmer Duck - Martin Waddell
Chirping Crickets - Melvin Berger
Nerdy Birdy - Aaron Reynolds
Let's Go Camping! - Brody Coleson
Let's Be Friends Again! - Hans Wilhelm
Bear Snores On - Karma Wilson
The Tortoise and the Hare - An Aesop fable adapted by Janet Stevens
What's it Like to Be a Fish? - Wendy Pfeffer and Holly Keller
The Grouchy Ladybug - Eric Carle
Cloudy with a Chance of Meatballs - Judi Barrett
Dear Mr. Blueberry - Simon James
The Three Billy Goats Gruff - Paul Galdone
Trosclair and the Alligator - Peter Huggins
Trees Around the World - Lucy Wilson
Baking a Wonderful Wacky Cake -Catalina Castillo

Vera Rides a Bike - Vera Rosenberry
The Big Snow - Berta and Elmer Hader
Janine and the Field Day Finish - Maryann Cocca-Leffler
It's Snowing! It's Snowing! -Jack Prelutsky
The Night Before the Tooth Fairy - Natasha Wing
Extra! Extra! Writing a Newspaper Article - Jack Gallagher
Van Gogh and the Sunflowers - Laurence Anholt
Who Lives Here? Polar Animals -Deborah Hodge
Stone Soup - Retold by Heather Forest
Crafting Fun for a Rainy Day - Kwami Conteh
Living in...South Africa - Chloe Perkins
The Empty Pot – Demi
Er-lang and the Seven Suns: A Tale from China - Susan Davis, SFAF
Living in...Mexico -Chloe Perkins
Eye Wonder: Rain Forest - Elinor Greenwood
Country Kid, City Kid - Julie Cummins
What Is in the Ocean? - Kathleen Collins, SFAF
Thunder Rose - Jerdine Nola

Level 2 (complete at least 4 cycles each marking period in addition to Savvy)

A City Grows (2.1)
A Weed is a Flower: The Life of George Washington Carver (2.2)
Abuela (2.2)
Albert Einstein: Genius of the 21st Century (2.1)
Appalachia: The Voices of Sleeping Birds (2.1)
Arthur's New Puppy (2.1)
Bugs! Bugs! Bugs! (2.2)
Evelyn Del Rey is Moving Away (2.2)
From Seed to Plant (2.2)
Gila Monsters Meet You at the Airport (2.1)
Henry and Mudge: The First Book (2.1)
How and Why Animals Adapt? (2.2)
If I Ran for President (2.2)

In the Time of the Dinosaurs (2.2)
Jamaica's Find (2.1)
Jessica (2.1)
Julian, Dream Doctor (2.2)
Julius (2.1)
Lola Levine is Not Mean (2.2)
Magic Treehouse: Afternoon on the Amazon (2.2)
Mercy Watson to the Rescue (2.1)
Mole Bakes Bread (2.2)
Mr. Putter and Tabby Walk the Dog (2.1)
Nate the Great (2.2)
Ruby the Copycat (2.1)
So You Want to be President (2.2)
Squeaking Bats (2.1)
Staying Alive (2.1)
The Boy Who Didn't Believe in Spring (2.1)
The Bug in the Teacher's Coffee (Poetry) (2.1)
The Wednesday Surprise (2.2)
Throw your Tooth on the Roof (2.2)
Tops and Bottoms (2.2)
Truman's Ant Farm (2.2)
Using Energy Wisely (2.2)
Who Has Time? (2.1)
Wonderfully Weird Animals (2.2)

Level 3 (complete at least 4 cycles each marking period in addition to Savvy)

26 Fairmount Avenue (3.1)
A New Coat for Anna (3.1)
A Poke in the I: A Collection of Concrete Poems (3.2)
A Walk in the Desert (3.2)
Alvin Ailey (3.2)
Barbed Wire Baseball (3.2)
Big Anthony: His Story (3.1)
Corn is Maize: The Gift of the Indians (3.1)

Dreaming Big Dreams and Other Poems (3.1)
Finding the Titanic (3.1)
Freckle Juice (3.1)
Goin' Someplace Special (3.2)
I Dissent: Ruth Bader Ginsburg Makes Her Mark (3.1)
Jackie Robinson and the Story of the All-Black Baseball (3.2)
Lon Po Po (3.2)
Magic Treehouse: Dinosaurs Before Dark (3.1)
Mary McLeod Bethune (3.2)
Merlin and the Dragons (3.2)
Mufaro's Beautiful Daughters (3.2)
Pompeii: Buried Alive! (3.1)
Salt in His Shoes (3.1)
Sarah, Plain and Tall (3.2)
Sit-In: How Four Friends Stood Up by Sitting Down (3.2)
The Egyptian Cinderella (3.1)
The Paper Bag Princess (3.2)
The Three Little Javelinas (3.1)
The Very First Americans (3.1)
The Zack Files: My Grandma Major League Slugger (3.1)
Tony's Bread (3.1)
Too Many Tamales (3.1)
Tut's Mummy Lost... and Found (3.2)
Where Does the Garbage Go? (3.1)

Level 4 (complete at least 4 cycles each marking period in addition to Savvy)

A Writing Kind of Day: Poems for Young Poets (4.1)
Because of Winn-Dixie (4.1)
Beezus and Ramona (4.2)
Charlotte's Web (4.1)
Daily Life in a Covered Wagon (4.2)
Dancing Home (4.2)
Dear Mr. Henshaw (4.2)
Fantastic Mr. Fox (4.1)

Honey, I Love (Poetry) (4.1)
It's Raining Pigs and Noodles (4.2)
Native American Heroes (4.2)
Pax (4.2)
Song of the Trees (4.1)
Tales of a Fourth Grade Nothing (4.1)
The Amazon (4.1)
The Midnight Horse (4.1)
The One and Only Ivan (4.1)
The Trail of Tears (4.2)
The Wump World Squirrel (4.2)
To the Top! Climbing the World's Highest Mountain (4.2)
Uncle Jed's Barbershop (4.1)
Will We Miss Them? Endangered Species (4.2)

Level 5 (complete at least 4 cycles each marking period in addition to Savvy)

Animal Defenses: How Animals Protect Themselves (5.2)
Belle Prater's Boy (5.2)
Birches (5.2)
Boy: Tales of Childhood (5.2)
Bridge to Terebithia (5.2)
Brown Honey in Broomwheat Tea (5.1)
Charlie and the Chocolate Factory (5.2)
Darnell Rock Reporting (5.1)
Dear Benjamin Bannecker (5.1)
Dirty Beasts (5.2)
Esperanza Rising (5.2)
History Smashers: Plagues and Pandemics (5.1/5.2)
Human Anatomy for Kids: A Junior Scientist's Guide to How we Move, Breathe, and Grow (5.1)
Inside Out and Back Again (5.2)
Kids vs. Plastic (5.2)
Misty of Chincoteague (5.2)
Out of My Mind (5.1)

Rez Dogs (5.1)
Space Exploration for Kids (5.1)
Tuck Everlasting (5.1)
What Was the Great Molasses Flood of 1919? (5.1)
William Shakespeare and the Globe (5.1)
You Are There! San Francisco 1906 (5.1)

Level 6 (complete at least 4 cycles each marking period in addition to Savvy)

Children of the Dust Bowl: The True Story of the School at Weedpatch Camp (6.2)
Dave at Night (6.2)
13 Planets: The Latest View of the Solar System (6.2)
Fire in Their Eyes: Wildfires and the People Who Fight Them (6.1)
Fish in a Tree (6.1)
Food and Feasts in the Middle Ages (6.1)
From the Mixed-up Files of Mrs. Basil E. Frankweiler (6.1)
Julie of the Wolves (6.2)
Knock at a Star: A Child's Introduction to Poetry (6.1/6.2)
Looking Back: A book of Memoirs (6.1)
Muscles: Our Muscular System (6.2)
Number the Stars (6.1)
The Bermuda Triangle (6.2)
The Lion, the Witch, and the Wardrobe (6.2)
Trash Revolution: Breaking the Waste Cycle
Weather (6.1)

*Note:

New middle school series: HMH Into Literature Grades 6-8
All the materials in the series are available to the teachers as instructional materials.

6th Grade

Novels:

The Phantom Tollbooth
A Long Walk to Water
Touching Spirit Bear

Short Stories

"President Cleveland, Where Are You?"

"King of Mazy May"

from "Woodsong"

"Sand Castle"

"Horsesnake"

"Backwoods Boys"

"Shoes for Hector"

"Eleven"

"The Stone"

"La Bamba"

'Gold Cadillac"

"Satchel Paige"

from "When the Plague Strikes"

"Volcano"

"The Cage"

Drama:

Number the Stars

Myths, Legends, and Fables:

Tales of Ancient Greece

Heroes & Monsters of Greek Myth

Aesop's Fables

Poetry/Songs:

"In the Ghetto"

"Blue Suede Shoes"

"Brother, Can You Spare a Dime?"

Prose:

"Pied Piper of Hamelin"

"Walrus and the Carpenter"

7th Grade

Novels:

The Giver by Lois Lowry

Where the Red Fern Grows by Wilson Rawls

Short Stories:

“Charles” by Shirley Jackson

“The Lottery” by Shirley Jackson

“Thank You, Ma’am” by Langston Hughes

Drama:

Sorry, Right Number by Stephen King

Myths:

Atalanta

Atalanta’s Race

Demeter and Persephone

Thief of Fire

Zeus

Poetry:

If by Rudyard Kipling

A variety of Shakespearean Sonnets

Nonfiction:

A variety of articles from Newsela & Read Works

8th Grade

Novels:

The Hunger Games - Suzanne Collins

Catching Fire - Suzanne Collins

The Boy in the Striped Pajamas - John Boyne

Short Stories:

"The Tell-Tale Heart" - Edgar Allan Poe

"The Cask of Amontillado" - Edgar Allan Poe

Poems:

"The Raven" - Edgar Allan Poe

"Sonnet 18" - William Shakespeare

Dramas:

"The Diary of Anne Frank" - Frances Goodrich and Albert Hackett

Nonfiction:

"U.S. Attacked; Hijacked Jets Destroy Twin Towers and Hit Pentagon in Day of Terror" - N.R. Kleinfield

"Islam is Peace" - Speech by President George W. Bush

"Awesome Animals" Article Collection - Selections by Lynn Brunelle and Debbie Nevins