



Bi-County Collaborative

Making It Possible

English Language Arts Curriculum Map Grades Kindergarten – 12 August 2014

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Kindergarten English Language Arts Curriculum Map

Time Line/ Teacher Notes on Progress	Content	Literature RL	Informational RI	Writing W	Speaking/ Listening SL	Foundational Skills RF	Language L
September - October	<ul style="list-style-type: none"> Focusing on phonological awareness, students are challenged to listen for rhythm and rhyming words within the literature. Concept of print are taught as students read poems and informational books. Students will begin to understand parts of a book and the roles of the author and illustrator through reading literature and informational text. In this early stage of writing, students use a combination of drawing, dictation, and writing to give opinions about favorite colors. 	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>RI.K.4 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>KRF.K.1.a Follow words from left to right, top to bottom, and page by page.</p> <p>RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.c Understand that words are separated by spaces in print.</p> <p>RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>L.K.1.a Print many upper- and lowercase letters.</p> <p>L.K.1.b Use frequently occurring nouns and verbs.</p> <p>L.K.2.a Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>L.K.2.b Recognize and name end punctuation.</p> <p>L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning</p>

	<ul style="list-style-type: none"> Students will write personal narratives linked to the unit theme. 					RF.K.2.a Recognize and produce rhyming words.	<p>the verb <i>to duck</i>).</p> <p>L.K.5 .a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>
<p>November</p> <p>–</p> <p>December</p>	<ul style="list-style-type: none"> Students focus on the sequence of a text: the beginning, middle and end of a story. Through the study of literature, students will identify and describe basic story elements Practice visualizing a story’s setting and characters based on details in the texts Retell stories, and begin to make text to text connections. Students will write opinion pieces linked to the unit theme. 	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>SL.K.1 .b Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions</p>	<p>RF.K.2.b Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p> <p>RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.3.c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p>L.K.1.a Print many upper- and lowercase letters.</p> <p>L.K.1.b Use frequently occurring nouns and verbs.</p> <p>L.K.2 .a Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word</p>

		answer questions about unknown words in a text. RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			about key details and requesting clarification if something is not understood. SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		meanings. L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
January - February	<ul style="list-style-type: none"> Students will focus on the difference between literary and informational texts. Students explore characters, settings, and events in both literary and informational texts by asking questions about unknown words, characters, settings, and events. Students learn to compare and contrast characters 	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.9 With prompting and</p>	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2.e Add or substitute individual sounds	L.K.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).

	<ul style="list-style-type: none"> in stories. Informational texts offer a comparable opportunity for students to ask questions about real people in their communities. 	support, compare and contrast the adventures and experiences of characters in familiar stories.				(phonemes) in simple, one-syllable words to make new words.	
March - April	<ul style="list-style-type: none"> Students explore America's symbols and celebrations through literary and informational texts: they begin to write informative/explanatory pieces. Students will examine ways to show patriotism and learn the history and importance of national symbols and holidays through a study of a variety of text formats, (poems, songs, narratives, and informational text). Students progress to asking questions for more detailed information in nonfiction texts. Students learn to write informative pieces with richer 	<p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7 Participate in</p>	<p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the</p>	<p>L.K.1 (f) Produce and expand complete sentences in shared language activities</p> <p>L.K.2 .d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>

	content.		a text. RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		letters that differ RF.K.4 Read emergent-reader texts with purpose and understanding.	L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).
May	<ul style="list-style-type: none"> Students focus on the difference a setting can make in the creation of a story. Building on the diversity of family celebrations, students read about the greater world beyond America. Focusing on the pairing of fiction and informational text, students see how fictional settings can reflect real places. 	<p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.9 With prompting and support, compare and contrast the adventures & experiences of characters in familiar stories.</p>	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		RF.K.4 Read emergent-reader texts with purpose and understanding.	L.K.2 .d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

<p>June</p>	<ul style="list-style-type: none"> • Students enjoy reading emergent-reader informational texts and listening to read alouds. • Focusing on the relationships among ideas in texts, students recognize that growth and change occur in both fiction and informational texts. • Learning about “cause and effect”, students recognize interactions in nature and note the role that people can play in preserving nature. • Students will learn the characteristics of different habitats and the type of plant and animals that live in each. 	<p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.4 Recognize common types of texts (e.g., storybooks, poems).</p> <p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from adults, respond to questions</p>	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood</p>	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>L.K.4 .b Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p> <p>L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>
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			<p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>			
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Grade 1 English Language Arts Curriculum Map

Time Line/ Teacher Notes on Progress	Content	Literature RL	Informational RI	Writing W	Speaking/ Listening SL	Foundational Skills RF	Language L
September - October	<ul style="list-style-type: none"> Students learn that investigating is foundational to learning. By using books that require conversation, students understand that ideas are processed through 	RL.1.1 Ask and answer questions about key details in a text.	RI.1.1 Ask and answer questions about key details in a text.	W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with	RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when

	<p>inquiry, thought, and conversation.</p> <ul style="list-style-type: none"> • After the students perform shared research based on a class question, they write a book about their topic. • They review the formation of a sentence with proper punctuation. • Students respond to a question (prompt) to write what they know, focusing on their topic and supporting it with facts. 				peers and adults in small and larger groups		<p>writing or speaking.</p> <p>L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
November - December	<ul style="list-style-type: none"> • Students read informational texts about animals and learn how to strengthen their own informative/explanatory writing. • Students will read multiple informational text to gain the knowledge needed to identify similarities and differences in the characteristics and needs of animals. • Students will continue 	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson</p>	<p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.5 Know and use various text features (e.g.,</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL1.1.b Build on others’ talk in</p>	<p>RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>L.1.1.b Use common, proper, and possessive nouns.</p> <p>L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i>; <i>We hop</i>).</p> <p>L.1.1d Use personal,</p>

	<p>to write quality sentences through observational comment writing with a focus on informative/explanatory writing.</p> <ul style="list-style-type: none"> • Students revise their work with an adult. • Students learn about the creative process and create art to go with their informative writing. • Students read fictional texts and continue to retell a story using details and focusing on a central message. 	<p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>		<p>conversations by responding to the comments of others through multiple exchanges.</p> <p>SL1.1.c Ask questions to clear up any confusion about the topics and texts under discussion</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.3.b Decode regularly spelled one-syllable words.</p>	<p>possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>L.1.1.f Use frequently occurring adjectives</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word and nuances in word</p> <p>L.1.5.b Define words by</p>
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							category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
January - February	<ul style="list-style-type: none"> Students read literature and informational texts related to life lessons. Students focus on the categorizing of story details into the following groupings: characters, key events, and settings. Students read and listen to fables with morals. Students learn the rules of life by reading life stories such as George Washington Carver, and Thomas Edison. Students write narrative focused on life lessons and create informative/explanatory posters. 	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details</p> <p>MA.8.A Identify characteristics commonly shared by folktales and fairy tales.</p>	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.b Use end punctuation for sentences.</p>

<p>March - April</p>	<ul style="list-style-type: none"> • Students look at changes through nonfiction, changes in the feelings of characters through fantasy and changes in their own writing through revision. • Students look at writing as a moldable, changing piece of work that can improve with revision. • Building on the simple characteristics of fable characters, students describe the character’s feelings. • Focus on verbs, students act out the various ways Dorothy could “walk” on the yellow brick road or how wind can provide energy efficiently. • They view the nonfiction in this unit through the lens of cause and effect. 	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>RI.1.8 Identify the reasons an author gives to support points in a text.</p>	<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>		<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>
<p>May</p>	<ul style="list-style-type: none"> • Students meet important Americans in informational books and then hear fictional stories about the same people. 	<p>RL.1.6 Identify who is telling the story at various points in a text.</p>	<p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason</p>	<p>SL.1.3 Ask and answer questions about what a speaker says in order to</p>	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p>	

	<ul style="list-style-type: none"> Focusing on reading independently and fluently, students read nonfiction to learn about the contributions made by important Americans. Students place events of a similar time period on a timeline, students are able to visualize the connections among events and people. Students write and revise an opinion piece. 		<p>information in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>for the opinion, and provide some sense of closure.</p>	<p>gather additional information or clarify something that is not understood.</p>	<p>RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
June	<ul style="list-style-type: none"> Students compare and contrast multiple versions of a fairy tales while learning about continents and cultures. Students focus on opinion writing. Students choose a favorite version of a fairy tale and write about their choices, supporting their opinions with reasons. They continue to focus on similarities and differences in fiction and nonfiction texts. 	<p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>		<p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare,</i></p>

							<i>glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
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Grade 2 English Language Arts Curriculum Map

Time Line/ Teacher Notes on Progress	Content	Literature RL	Informational RI	Foundational Skills RF	Writing W	Speaking/ Listening SL	Language L
September - October	<ul style="list-style-type: none"> Students focus on the beauty of language-in chapter books, informational texts, and poetry. Focusing on the beauty of language in poetry and fiction, students learn poetry terms and the beginning and endings of stories. Students learn to use beautiful language to write. 	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multi-	RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. SL.2.2 Recount	L.2.1.a Use collective nouns (e.g., <i>group</i>). L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).

	<ul style="list-style-type: none"> Students review the roles of authors and illustrators. 	<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>paragraph text as well as the focus of specific paragraphs within the text.</p>			<p>or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>L.2.2a Capitalize holidays, product names, and geographic names.</p> <p>L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<p>November - December</p>	<ul style="list-style-type: none"> Students will research and write an informative/explanatory essay on an interesting person from the 1800's American Wild West. Students will read tall tales and then discuss where the fiction is stretched beyond belief, and why the tale has been told through the years. Students will learn about the power of sharing stories as a way to connect with others and our past. Students will read several pieces of literature and poetry to examine how 	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine</p>	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold</p>	<p>RF.2.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by</p>	<p>SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented</p>	<p>L.2.1.a Use collective nouns (e.g., <i>group</i>).</p> <p>L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>L.2.2a Capitalize holidays, product names, and geographic names.</p> <p>L.2.4.a Use sentence-level</p>

	<p>characters respond to major events and challenges.</p> <ul style="list-style-type: none"> • They will learn about the features of information text and build collaborative conversations about the personal connections stories can provide. • Students will be able to write a personal narrative piece that recounts an event with relevant details. 	<p>their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by</p>	<p>print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>		<p>revising and editing.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p>	<p>orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>context as a clue to the meaning of a word or phrase.</p>
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		different authors or from different cultures.				
January - February	<ul style="list-style-type: none"> Students explore literal and figurative language. Through realistic fiction, students examine the possibility of friendship in conflict-filled settings. Reading fantasy texts that depict animals' experiences with "bridge-building" completes their exploration (Charlotte's Web). Building on the writing of previous units, they write a letter to a character. Students explore the meanings of idioms and words with common roots 	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p>		<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>L.2.2.b Use commas in greetings and closings of letters.</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g.,</p>

							<i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i>
March - April	<ul style="list-style-type: none"> Students will build knowledge about the history of America and the people who shaped our country. Students will read several historical fiction and informational texts to understand the relationship between a series of events and differing points of view of characters. Students will be writing an opinion piece linked to the theme. 	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>MA.8.A Identify dialogue as words spoken by characters (usually enclosed in</p>	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and</p>	<p>L.2.1.c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> <p>L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook,</i></p>

		quotation marks) and explain what dialogue adds to a particular story or poem.			writing as needed by revising and editing. W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	relevant, descriptive details, speaking audibly in coherent sentences.	<i>bookmark</i>). L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
May	<ul style="list-style-type: none"> Students will develop a deep understanding about the intentional use of kindness as a way to change lives. Students will read and discuss several pieces of literature to build understanding about the ways central message, lesson, or moral of a story is developed by an author. Students will also read informational texts about real people that exhibited characteristics of kindness and compassion. 	<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5 Describe the overall structure of a story, including describing</p>	<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine</p>	<p>RF.2.3.c Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.3.d Decode words with common prefixes and suffixes.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>W.2.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension , gather additional information, or deepen understanding of a topic or</p>	<p>L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.4.b Determine the meaning of the</p>

	<ul style="list-style-type: none"> Students will be able to write a narrative using understanding of the theme to elaborate on an event with details that describe actions, thoughts, and feelings. 	<p>how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>		<p>W.2. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.5</p>	<p>issue.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>MA.1.g. Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S., months, days of the week, a.m., p.m.)</p>
June	<ul style="list-style-type: none"> Students will be 	RL.2.4	RI.2.3 Describe	RF.2.3 Know and apply	W.2.2 Write	SL.2.1	L.2.1

	<p>learning about the relationship between animals and their habitats.</p> <ul style="list-style-type: none"> Students will be reading several informational and literature texts in order to compare and contrast important points to build knowledge about the unit theme. Students will write an informative/explanatory piece linked to the unit topic using gathered information from provided sources. 	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3</p>	<p>the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.9 Compare And Contrast the most important Points presented by two texts on the same topic.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science,</p>	<p>grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension , gather additional information, or deepen understanding of a topic or issue.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of</p>
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		text complexity band proficiently, with scaffolding as needed at the high end of the range.	and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.				strategies.
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Grade 3 English Language Arts Curriculum Map

Time Line/ Teacher Notes on Progress	Content	Literature RL	Informational RI	Foundational Skills RF	Writing W	Speaking/ Listening/ SL	Language L
September - October	<ul style="list-style-type: none"> Students will explore what constitutes a good friendship and how the joys and pitfalls can impact events. Students will read several pieces of realistic fiction and informational text about the unit theme, participate in collaborative discussions, and integrate their ideas in writing. Students will be able to 	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 Recount stories, including fables,</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3b Decode words with common Latin suffixes.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.4 With guidance and support from adults, produce</p>	<p>SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>L.3.1. a.Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1. b. Form and use regular and irregular plural nouns.</p>

	<p>write a personal narrative to develop a real experience that links to the theme.</p>	<p>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. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>RI.3.3 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.</p>		<p>writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including</p>	<p>SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.6 Speak in complete sentences when appropriate to task and situation in</p>	<p>L.3.1.g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. L.3.5.b Identify real-life connections</p>
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					grade 3 on pages 36–37.) W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 36–37 for specific expectations.)	between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).
November - December	<ul style="list-style-type: none"> Students will learn about the history and value of storytelling across time and cultures. Students will read and discuss several pieces of literature to build understanding about the ways authors develop stories around a situation using descriptive details to deliver a message. This unit provides an opportunity to do an author’s study to compare and contrast the treatment of story elements through multiple texts. 	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms</p>	<p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic</p>	<p>RF.3.3.d Read grade-appropriate irregularly spelled words</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development</p>	<p>SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,</p>	<p>L.3.1.c Use abstract nouns (e.g., <i>childhood</i>).</p> <p>L.3.1.h. Use coordinating and subordinating conjunctions.</p> <p>L.3.1.i. Produce simple compound, and complex sentences.</p> <p>L.3.2.d Form and use possessives.</p> <p>L.3.2.g. Consult</p>

	<ul style="list-style-type: none"> Students will read informational text about the significance of storytelling in different cultural groups. Students will be able to write an imaginative narrative using understanding of the theme to develop story elements. 	<p>such as <i>chapter, scene, and stanza</i>; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>efficiently.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>		<p>and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)</p>	<p>descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.3.b Recognize and observe differences between the conventions of spoken and written English.</p> <p>L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>
January	<ul style="list-style-type: none"> Students will explore 	RL.3.4	RI.3.7 Use	RF.3.3c Decode multi-	W.3.1 Write	SL.3.1.d Explain	L.3.1. d. Form

<p>- February</p>	<p>the ways imagination can promote flexible thinking and encourage adaptive responses to life’s challenges.</p> <ul style="list-style-type: none"> • Students will read several pieces of text in order to draw comparisons and reflect on the effects of imagination as a tool for thinking. • Students will be able to write an opinion piece using their understanding of theme to support a point of view with reasons. 	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>syllable words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>their own ideas and understanding in light of the discussion.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>and use regular and irregular verbs.</p> <p>L.3.1.e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> <p>L.3.1.f.Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>L.3.2.a Capitalize appropriate words in titles. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.4.d Use glossaries or beginning</p>
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							<p>dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5.a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p>
<p>March - April</p>	<ul style="list-style-type: none"> Students will build knowledge about the impact of rural living on urban development, shared experiences, and land resources. Students will analyze several texts to understand the relationship between a series of events in order to distinguish their point of view from that of the author. Students will be composing an opinion piece using content facts and details to support a point of view. 	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when</p>	<p>RI.3.3 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.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and</p>	<p>SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.3 Ask and</p>	<p>L.3.2. b. Use commas in addresses.</p> <p>L.3.2.c. Use commas and quotation marks in dialogue.</p> <p>L.3.3.a Choose words and phrases for effect.*</p> <p>L.3.4.c Use a known root word as a clue to the meaning of an unknown</p>

		<p>writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>		<p>editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)</p>	<p>answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>word with the same root (e.g., <i>company</i>, <i>companion</i>).</p>
<p>May</p>	<ul style="list-style-type: none"> Students will be learning about the various ways plants, animals, and people have adapted to sharing habitats. During the unit, students will read literature that develops an understanding about the character’s response to events. Students will explore the structure of informational text to 	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Identify elements of</p>	<p>RI.3.3 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.</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>W.3.2 Write informative/e planatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.4 With guidance and support from adults, produce writing in</p>	<p>SL.3.1.d Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2 Demonstrate command of</p>

	<p>build knowledge on the features of text and to locate information.</p> <ul style="list-style-type: none"> After compiling and synthesizing information, students will write an informative/explanatory piece about a content specific topic using effective organization and relevant facts. 	<p>fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia)</p>	<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>		<p>which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.3.5.c Distinguish shades of</p>
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							meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
June	<ul style="list-style-type: none"> Students will read fantasies, adventure poetry, mythology, and informational text about ancient Greece and ancient Rome. Students learn to summarize and illustrate chapters, seeing how they are building blocks to the ending. They record themselves reading fluently an assigned chapter. They combine the recording with their illustrated chapter summaries to create a multimedia presentation. Students will hear a 	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.6 Distinguish their own point of view</p>	<p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>MA.3.A. Write poems, descriptions, and stories in which figurative language and the sounds of</p>	<p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	

	<p>variety of myths, both Greek and Roman, and read a book based on Homer's the Odyssey.</p> <ul style="list-style-type: none"> Students will research an Olympic sport and compare it to an Olympic sport in the days of ancient Greece. 	<p>from that of the narrator or those of the characters.</p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>			<p>words (e.g., alliteration, onomatopoeia, rhyme) are key elements.</p>		
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Grade 4 English Language Arts Curriculum Map

Time Line/ Teacher Notes on Progress	Content	Literature RL	Informational RI	Foundational Skills RF	Writing W	Speaking/ Listening SL	Language L
September -	<ul style="list-style-type: none"> Students will explore the theme of risks and consequences in 	RL.4.1 Refer to details and examples in a	RI.4.1 Refer to details and examples in a	RF.4.3 Know and apply grade-level phonics and word analysis skills in	W.4.3 Write narratives to develop real	SL.4.1 Engage effectively in a range of	L.4.1 Demonstrate command of

<p>October</p>	<p>connection to human goals, actions, and motivations.</p> <ul style="list-style-type: none"> • Students will read several pieces of literature and informational text about the unit theme, engage in collaborative discussions, and synthesize their ideas in writing. • They will examine key ideas and details in order to determine main ideas and themes. • Students will explore the risks and consequences in their own lives and craft a personal narrative linked to the unit theme. 	<p>text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>decoding words.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as</p>	<p>collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is</p>	<p>the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3.a Choose words and phrases to convey ideas precisely.</p> <p>L.4.3.b Choose punctuation for effect.</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning</p>
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					<p>needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 39)</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9 Draw evidence from literary or informational texts to support</p>	<p>appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 39 for specific expectations.)</p>	<p>words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>
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					analysis, reflection, and research.		
November - December	<ul style="list-style-type: none"> Students explore geography as it relates to seasons and weather. Students discover how these settings are represented in and affect events in literature. Students read contrasting styles of poems about weather and discuss how poetic techniques affect the interpretation of poems. Students learn about geography and weather through a variety of informational texts. Class discussions will focus on the back-and-forth relationship between information gleaned from the informational texts and the insights they develop from literature. 	<p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.3 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.a Read grade-level text with purpose and understanding.</p> <p>RF.4.4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>SL.4.1.d Review the key ideas expressed and</p>	<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>

						explain their own ideas and understanding in light of the discussion.	
January - February	<ul style="list-style-type: none"> Students compare how horses, dogs, and mice are portrayed in fiction and nonfiction. Students study how animals and their traits are personified in literature and film. Students choose an animal to research and compare the research with how animals are portrayed in literature. Students work on writing a poem or limerick about an unusual animal. Students also begin writing their own narratives that incorporate the techniques and vocabulary learned with animal characters. 	<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>MA.8.A. Locate and analyze examples of similes and metaphors in stories,</p>	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings</p>

		poems, folktales, and plays, and explain how these literary devices enrich the text.					(synonyms).
March - April	<ul style="list-style-type: none"> Students read historical fiction and poetry from America’s past, including works from the time of the American Revolution. Students highlight key information and supporting details about people and events in order to get a sense of chronology, but they spend time comparing and contrasting first and third person narratives. Students will read poetry and read speeches by revolutionaries. Students read informational texts and study authors who wrote about the American Revolution. Students write their own speeches outlining their opinion on a current event. 	<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person</p>	<p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>		<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>

<p>May</p>	<ul style="list-style-type: none"> • Students will learn about the forms and functions of communication through time. • Students will begin the unit exploring the different types of communication and the need for communication. • Students will then study technological advances that have changed the way people communicate. • After each topic studied, students will integrate information from multiple sources to write informative/explanatory texts that convey complex ideas and information clearly. 		<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>L.4.1.a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1.g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>
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							<p>when writing.</p> <p>L.4.3.a Choose words and phrases to convey ideas precisely.</p> <p>L.4.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p> <p>L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.b. Use common,</p>
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							<p>grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>L.4.5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
June	<ul style="list-style-type: none"> Students generate a definition of a hero. Students choose a story 	RL.4.4 Determine the meaning	RI.4.8 Explain how an author uses reasons and		W.4.1 Write opinion pieces on topics or	SL.4.2 Paraphrase portions of a	L.4.6 Acquire and use accurately

	<p>from this unit to study using all the strategies and skills learned up to this point.</p> <ul style="list-style-type: none"> • Students read about overly brave and courageous literary characters or real people who made an impact on the world, students continue to revise the definition of hero to accommodate what these varied people have in common. • After reading about famous heroes, attention is turned to the unsung hero, and class discussions reveal the importance of those people who often remain unnoticed and behind the scenes. • Students design their own multimedia presentation of an unsung hero based on what they learned in this unit about heroism. 	<p>of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p>	<p>evidence to support particular points in a text.</p>		<p>texts, supporting a point of view with reasons and information.</p> <p>MA.3.A. Write stories, poems, and scripts that use similes and/or metaphors.</p>	<p>text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
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Grade 5 English Language Arts Curriculum Map

Time Line/ Teacher Notes on Progress	Content	Literature RL	Informational RI	Foundational Skills RF	Writing W	Speaking/ Listening SL	Language L
September - October	<ul style="list-style-type: none"> • This unit encourages students to experiment with language and to explore their personal writing styles. • Reading both spoonerisms and classic poetry provides students a chance to explore and appreciate language. • Students bring in a book about an important figure such as an artist or an inventor, as a springboard for writing about their own interest and for researching famous scientist. • Students explore word origins, compare literal and figurative language, and present a poem they have written. • Students write an opinion essay in response to the 	RL.5.2 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.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	essential question.					the topic to explore ideas under discussion.	
November - December	<ul style="list-style-type: none"> Students will learn about cooperation and competition, how they are part of our daily lives, and how they help us reach our goals. Students will read and discuss several pieces of realistic fiction and explore how authors use narrative techniques to develop experiences with descriptive details and clear event sequences. Students will also read informational texts about real people that exhibited characteristics of cooperation and completion. Students will craft a realistic fiction story related to the unit theme. 	<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events</p>	<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view</p>	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5 With guidance and</p>	<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>L.5.1.b Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses</p> <p>L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

		are described.	they represent.		support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 39.)		
January - February	<ul style="list-style-type: none"> • Student focuses on aspects of native American nations/cultures as revealed through pairing of literature and informational text. • Students collectively defining and discussing the word <i>culture</i>. • Students compare nineteenth-century America from various points of view through 	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.7 Draw on information from multiple print or digital	RF.5.4 Read with sufficient accuracy and fluency to support comprehension RF.5.4.a Read grade-level text with purpose and understanding.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.c Use verb tense to

	<p>readings.</p> <ul style="list-style-type: none"> • In order to clean the similarities and differences across nations, students read trickster stories and informational text • Students listen to music and examine art from a variety of Native American cultures • Class discussions reinforce awareness of how someone’s perspective can affect their view of events and people. • Students write an informative/explanatory essay in response to the essential question. 		<p>sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>			<p>convey various times, sequences, states, and conditions.</p> <p>L.5.1.d Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find</p>
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							the pronunciation and determine or clarify the precise meaning of key words and phrases.
March - April	<ul style="list-style-type: none"> Students focus on the causes and consequences of the American Civil War, as revealed through literature and informational text. Students read historical fiction and informational text about the Civil War in the United States and compare and contrast the ways in which each type of text describes key historical events. Students listen to music and examine art from the Civil War period to gain a deeper understanding of the period beyond what is addressed in print. Students compose a narrative that is set within a historical context, includes a fictional character with a conflict to grow from, and incorporates 	<p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>RF.5.4.a Read grade-level text with purpose and understanding.</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>MA.3.A. Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.</p>	<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>

	authentic facts, photos or artwork.						
May	<ul style="list-style-type: none"> Students will explore journeys and quests as a theme that crosses time and cultural boundaries. Students will compare and contrast legends, folktales, and short stories on their approaches to the unit theme. As they read, students will reflect on the importance of the characters' and people's journeys and quest and express their opinions through literary analysis. Students will write an opinion piece linked to the unit theme. 	<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters</p>	<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>W.5.7 Conduct short research</p>	<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

		interact).			projects that use several sources to build knowledge through investigation of different aspects of a topic.		
June	<ul style="list-style-type: none"> Students focus on the genre of the novel, and uses “coming of age” as the unifying theme. Students choose one of many exemplar novels to study, using all the strategies and skills learned throughout the year. Students compare and contrast characters’ experiences in novels to develop their own definition for “coming-of-age novels.” Students research the historical context behind a novel. Striving to answer the essential question, students create multimedia presentations about coming of age. 	<p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>MA.8.A.Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.</p>	<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories,</p>

							dramas, or poems.
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Grade 6 English Language Arts Curriculum Map

Time Line/ Teacher Notes on Progress	Content	Literature RL	Informational RI	Writing W	Speaking/ Listening SL	Language L
September - October	<ul style="list-style-type: none"> • Elements of fictional text (literature). • Difference of visual portrayal and one’s perception. • Write narratives based on experiences (real or imagined); (6 Traits – Ideas, Word Choice,) • Strategies to use to prepare for discussions. • Appropriate rules and behaviors for discussions. • The role of evidence to support ideas. • Use of reference materials (dictionary, glossary, 	<p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>		<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3 c. Use a variety of transition words, phrases, and clauses to convey sequence</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies</p> <p>4a. 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</p> <p>4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>5. Demonstrate understanding of figurative</p>

	thesaurus)			<p>and signal shifts from one time frame or setting to another.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding</p>	<p>1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>language, word relationships, and nuances in word meanings.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words</p>
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				<p>sills to type a minimum of three pages in a single sitting.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches</p>		
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				to similar themes and topics”).		
October - November	<ul style="list-style-type: none"> Rules for citing textual evidence (literature). Skills required to objectively summarize a text. Distinctions between subjective and objective evidence. The figurative, connotative, and technical meanings of words and phrases. Write narratives based on experiences (real or imagined); 6 Traits – Ideas, Word Choice) Greek and Latin affixed and roots. Word relationships. Subtle connotations between the meanings of words. 	<ol style="list-style-type: none"> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 		<ol style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive 	<ol style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</i> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 	<ol style="list-style-type: none"> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>)

				<p>details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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<p>November - December</p>	<ul style="list-style-type: none"> Rules for citing textual evidence (Informational text). Distinctions between subjective and objective evidence. Purposes of text structures. Write arguments to support claims with clear reasons and relevant evidence. (6 Traits –Organization, Sentences). Strategies to use to prepare for discussions. Appropriate rules and behaviors for discussions. The role of evidence to support ideas. Types of sentences. Appropriate style and tone for specific audiences/tasks. 		<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>1e. Provide a</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>3b. Maintain consistency in style and tone.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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				<p>concluding statement or section that follows from and supports the argument presented</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well</p>	<p>1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal</p>	
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				<p>purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of</p>	<p>English when indicated or appropriate.</p>	
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				discipline-specific tasks, purposes, and audiences.		
December - January	<ul style="list-style-type: none"> Differences between the main idea and an inference. Characteristics of legends and epics. Figurative and connotative uses of language Conventions of myths, legends, or epics and how to convey that through writing.. Techniques to write a narrative, including dialogue, pacing and description (6 Traits – Organization, Sentences). Variations between student’s ideas and others. Differences of diverse media and how to identify main ideas. Pronouns Elements of figurative language 	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or</p>		<p>3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>1b. Use intensive pronouns (e.g., <i>myself, ourselves</i>)</p> <p>1c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents.</p> <p>4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Interpret figures of speech</p>

	<ul style="list-style-type: none"> Keyboarding skills to type writing (min. 3 pages). 	<p>judgments.</p> <p>MA.8.A. Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.</p>				<p>(e.g., personification) in context.</p> <p>5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>
<p>January - February</p>	<ul style="list-style-type: none"> Uses for points of view of the narrator or speaker in a text. Write informative/explanatory texts. (6 Traits – Voice, Conventions) Presentation skills pertaining to audience and task. Knowledge of language and its conventions. 	<p>6. Explain how an author develops the point of view of the narrator or speaker in a text.</p>		<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>

				<p>formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the</p>		
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				<p>topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>		
<p>February</p> <p>-</p> <p>March</p>	<ul style="list-style-type: none"> Analyze the interactions between individuals, events, and ideas in a text. Summarize text objectively. Conduct research projects based on focused questions, demonstrating understanding of the subject under investigation. (6 Traits – Voice, Conventions). Assess the legitimacy of sources. Differences between paraphrasing and 	<p>3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of</p>	<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>2b. Spell correctly</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>

	<p>plagiarism and proper format for bibliographies.</p> <ul style="list-style-type: none"> • Techniques to visually enhance presentations. • Purpose of punctuation. • Types of sentences. • Uses of reference materials. • Subject specific vocabulary. • The process of using context to determine meaning. 		<p>each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and</p>		<p>4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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				poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).		
April - June	<ul style="list-style-type: none"> Figurative and connotative uses of language. Text structure and its relationship to the story/poetry elements. 	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	MA.3.A. Demonstrate understanding of traditional literature by writing short	2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5a. Interpret figures of speech

	<ul style="list-style-type: none"> • 6 Traits – All • Significance of multiple presentation formats to present information. • Strategies to use to evaluate whether or not an author supported his/her claim • Varying accounts exist for the same event. • Strategies to use to read and comprehend literature independently and proficiently. 	<p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>narratives, poems, or scripts that use the conventions of myths, legends, or epics (e.g., explanations of natural phenomena; the hero’s journey, quest, or task).</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p>how it contributes to a topic, text, or issue under study.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>(e.g., personification) in context.</p> <p>5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>
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				<p>planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>		
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Grade 7 English Language Arts Curriculum Map

Time Line/ Teacher Notes on Progress	Content	Literature RL	Informational RI	Writing W	Speaking/ Listening SL	Language L
<p style="text-align: center;">September - October</p>	<ul style="list-style-type: none"> • Elements of literary text (setting, characters, plot, etc.). • Difference of visual portrayal and one’s perception. • Write narratives based on experiences (real or imagined); (6 Traits – Ideas, Word Choice) • Strategies to use to prepare for discussions. • Appropriate rules and behaviors for discussions. • The role of evidence to support ideas. • Use of reference materials (dictionary, glossary, thesaurus)Analyze the elements of 	<p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>		<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3 c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>1.. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>1c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>2. Analyze the main ideas and supporting details</p>	<p>3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, or its part of speech.</p> <p>4d. Verify the preliminary determination of the meaning of a word or phrase</p> <p>5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>

	<p>literary text (setting, plot, characters, etc.).</p>			<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and</p>	<p>presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p>	
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				<p>citing sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors or fiction use or alter history.”)</p>		
<p>October</p> <p>-</p>	<ul style="list-style-type: none"> Rules for citing textual evidence (literature). 	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as</p>		<p>3b. Use narrative techniques,</p>	<p>1a. Come to discussions prepared, having</p>	<p>4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to</p>

<p>November</p>	<p>Skills required to objectively summarize a text.</p> <ul style="list-style-type: none"> • Distinctions between subjective and objective evidence. • The figurative, connotative, and technical meanings of words and phrases. • Strategies to use to prepare for discussions. • Write narratives based on experiences (real or imagined); (6 Traits – Ideas, Word Choice) • Greek and Latin affixes and roots. • Word relationships. • Subtle connotations between the meaning of words. 	<p>inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>		<p>such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>10. Write routinely over extended time frames (time for research, reflection,</p>	<p>read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Interpret figures of speech (e.g., personification) in context.</p> <p>5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>)</p>
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				and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences .		
November - December	<ul style="list-style-type: none"> Rules for citing textual evidence (Informational text). Distinctions between subjective and objective evidence. Purposes of text structures. Write arguments to support claims with clear reasons and relevant evidence. (6 Traits –Organization, Sentences) Appropriate rules and behaviors for discussion. The role of evidence to support ideas. Importance of selection and 		<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>3. Analyze the interactions between individuals, events, and ideas in a text</p> <p>5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas</p>	<p>1a. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>1b. Support claim(s) with logical reasoning and relevant evidence, using accurate,</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

	<p>placement of words.</p>			<p>credible sources and demonstrating an understanding of the topic or text.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by</p>	<p>to probe and reflect on ideas under discussion.</p> <p>1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>1d. Acknowledge new information expressed by others and, when warranted, modify their own ,</p> <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent</p>	
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				<p>planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>10. Write routinely over extended time frames (time for research,</p>	<p>descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
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				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.		
December - January	<ul style="list-style-type: none"> Interpret literary elements (mood, tone, point of view, personification, symbolism). Characteristics of legends and epics. Figurative and connotative uses of language Conventions of myths, legends, or epics and how to convey that through writing.. Techniques to write a narrative, including dialogue, pacing and description (6 Traits – Organization, Sentences). 	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>MA.8.A. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbolism).</p>		<p>3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences</p>	<p>1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>1d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>

	<ul style="list-style-type: none"> Variations between student's ideas and others. Differences of diverse media and how to identify main ideas. Pronouns Elements of figurative language Keyboarding skills to type writing (min. 3 pages). 			<p>and events. 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>		
<p>January - February</p>	<ul style="list-style-type: none"> Uses for points of view of the narrator or speaker in a text. Write informative/explanatory texts. (6 Traits – Voice, Conventions) Presentation skills pertaining to 	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>

	<p>audience and task.</p> <ul style="list-style-type: none"> Knowledge of language and its conventions. 		<p>relevant content.</p> <p>2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>2c. Use</p>		<p>b. Spell correctly.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
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				<p>appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2e. Establish and maintain a formal style. 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
<p>February - March</p>	<ul style="list-style-type: none"> Analyze the interactions between individuals, events, and ideas in a text. Summarize text objectively. Conduct research projects based on focused questions, demonstrating 	<p>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>7. Conduct short research projects to answer a question, drawing on several sources and generating additional</p>	<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>

	<p>understanding of the subject under investigation. (6 Traits – Voice, Conventions).</p> <ul style="list-style-type: none"> • Assess the legitimacy of sources. • Differences between paraphrasing and plagiarism and proper format for bibliographies. Techniques to visually enhance presentations. • Purpose of punctuation. • Types of sentences. • Uses of reference materials. • Subject specific vocabulary 			<p>related, focused questions for further research and investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary</p>	<p>volume, and clear pronunciation.</p> <p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>b. Spell correctly.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p>4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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				<p>or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>9b. Apply <i>grade 7 Reading standards</i> to literary</p>		
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				nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).		
April - June	<ul style="list-style-type: none"> Figurative and connotative uses of language. Text structure and its relationship to the story/poetry elements. 6 Traits - All Significance of multiple presentation formats to present information. Strategies to use to evaluate whether or not an author supported his/her claim Varying accounts exist for the same event. 	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p> <p>9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the</p>	<p>MA.3.A. Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism</p> <p>4. Produce clear and coherent</p>	<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>)</p>

	<ul style="list-style-type: none"> Strategies to use to read and comprehend literature independently and proficiently. 	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>impact of the words).</p> <p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish</p>		
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				<p>writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>		
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Grade 8 English Language Arts Curriculum Map

Time Line/Teacher Notes on Progress	Content	Literature RL	Informational RI	Writing W	Speaking/ Listening SL	Language L
<p>September - October</p>	<ul style="list-style-type: none"> • Elements of literary text (setting, characters, plot, etc.). • Difference of visual portrayal and one’s perception. • Write narratives based on experiences (real or imagined); (6 Traits – Ideas, Word Choice) • Strategies to use to prepare for discussions. • Appropriate rules and behaviors for discussions. • The role of evidence to support ideas. • Use of reference materials (dictionary, glossary, thesaurus) • Analyze the elements of literary 	<p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>		<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>2. Analyze the purpose of information presented in diverse</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3a. 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).</p> <p>4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

	<p>text (setting, plot, characters, etc.).</p>			<p>another, and show the relationships among experiences and events</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships</p>	<p>media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>4. 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.</p>	<p>5b. Use the relationship between particular words to better understand each of the words.</p>
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				between information and ideas efficiently as well as to interact and collaborate with others.		
October - November	<ul style="list-style-type: none"> Rules for citing textual evidence (literature). Skills required to objectively summarize a text. Distinctions between subjective and objective evidence. The figurative, connotative, and technical meanings of words and phrases. Strategies to use to prepare for discussions. Write narratives based on experiences (real or imagined); (6 Traits – Ideas, Word Choice) Greek and Latin affixes and roots. The impact of specific word choice, including 	<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>		<p>3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>3e. Provide a</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>

	<p>analogies and allusions.</p> <ul style="list-style-type: none"> • Subtle connotations between the meaning of words. 			<p>conclusion that follows from and reflects on the narrated experiences or events</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	
<p>November - December</p>	<ul style="list-style-type: none"> • Rules for citing textural evidence • Cite textural evidence to support analysis of informational text. • Distinctions between subjective and objective evidence; Analyze 		<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>3. Analyze how a</p>	<p>1a. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1a. Introduce claim(s),</p>	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues,</i></p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>

	<p>interactions between individuals, events and ideas in a text.</p> <ul style="list-style-type: none"> • Purposes of text structures; Analyze the structure an author uses to organize a text. • Write arguments to support claims with clear reasons and relevant evidence. (6 Traits – Organization, Sentences) • The function of verbals (gerunds, participles, infinitives). • Appropriate rules and behaviors for discussion. • Difference between student’s ideas and others. • The role of evidence to support ideas. • Appropriate evidence to support their claims. 		<p>text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ,</p> <p>1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>building on others’ ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence,</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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				<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the</p>	<p>observations, and ideas.</p> <p>1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>4. 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.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	
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				<p>Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
<p>December</p> <p>-</p>	<ul style="list-style-type: none"> • Characteristics of irony and parody. • Write using the 	<p>1. Cite the textual evidence that most strongly supports an analysis of what the text</p>		<p>3. Write narratives to develop real</p>	<p>1c. Pose questions that connect the ideas of several</p>	<p>5 . Demonstrate understanding of figurative language,</p>

<p>January</p>	<p>concepts of irony and parody.</p> <ul style="list-style-type: none"> Techniques to write a narrative, including dialogue, pacing and description (6 Traits –Organization, Sentences). Variations between student’s ideas and others. Differences of diverse media and how to identify main ideas. Pronouns Elements of figurative language Keyboarding skills to type writing (min. 3 pages). 	<p>says explicitly as well as inferences drawn from the text.</p> <p>MA.8.A. Identify and analyze the characteristics of irony and parody in literary works.</p>		<p>or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the</p>	<p>speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>word relationships, and nuances in word meanings.</p> <p>5a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
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				<p>action and convey experiences and events.</p> <p>3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>MA.3.A. Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the concepts of irony or parody.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the</p>		
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				relationships between information and ideas efficiently as well as to interact and collaborate with others.		
January - February	<ul style="list-style-type: none"> • Uses for points of view of the narrator or speaker in a text. • Write informative/explanatory texts. (6 Traits – Voice, Conventions) • Presentation skills pertaining to audience and task. • Knowledge of language and its conventions. 	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories;</p>	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3a. 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).</p>

				<p>include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>2d. Use</p>		
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				<p>precise language and domain-specific vocabulary to inform about or explain the topic .</p> <p>2e. Establish and maintain a formal style.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		
<p>February - March</p>	<ul style="list-style-type: none"> Analyze the interactions between individuals, events, and ideas in a text. Summarize text objectively. Conduct research projects based on focused questions, demonstrating understanding of the subject under 	<p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and</p>	<p>4. 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.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>2c. Spell correctly.</p>

	<p>investigation. (6 Traits – Voice, Conventions).</p> <ul style="list-style-type: none"> • Assess the legitimacy of sources. • Differences between paraphrasing and plagiarism and proper format for bibliographies. • Techniques to visually enhance presentations. • Purpose of punctuation. • Types of sentences. • Uses of reference materials. • Subject specific vocabulary. • The process of using context to determine meaning. 			<p>generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3a. 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).</p> <p>4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
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				<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>		
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				<p>9b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>		
<p>April - June</p>	<ul style="list-style-type: none"> Figurative and connotative uses of language. Text structure and its relationship to the story/poetry elements. 6 Traits – All Significance of multiple 	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning</p>	<p>MA.3.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays,</p>	<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial,</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p>

	<p>presentation formats to present information.</p> <ul style="list-style-type: none"> • Strategies to use to evaluate whether or not an author supported his/her claim • Varying accounts exist for the same event. • Strategies to use to read and comprehend literature independently and proficiently. 	<p>5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>and tone, including analogies or allusions to other texts.</p> <p>7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on</p>	<p>speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,</p>	<p>political) behind its presentation.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 65 for specific expectations.)</p>	<p>5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>
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			<p>matters of fact or interpretation. 10. By the end of the year, read and comprehend literary</p>	<p>focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 67.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>10. Write</p>		
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				<p>routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		
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Grades 9 - 10 English Language Arts Curriculum Map

Time Line/Teacher Notes on Progress	Content	Literature RL	Informational RI	Writing W	Speaking/ Listening SL	Language L
Quarter 1 Early September – Early November	<ul style="list-style-type: none"> • Explore short story Collections: Designs in Non-Fiction and participate in leisure reading (RL) • Exploration of Biographical and Autobiographical 	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or 	<ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using 	<ol style="list-style-type: none"> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial,

	<p>accounts (RI)</p> <ul style="list-style-type: none"> • Expository writing-to-the-point and factual including definitions, instructions, directions, speeches, and basic comparisons/clarifications, emphasizing minimal, if any, descriptive detail or opinion. (W) • Participation in group discussions, demonstration of active listening skills and creating a Power Point presentation and sharing with others (SL & L) Daily Journaling (L) 	<p>central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>valid reasoning and relevant and sufficient evidence.</p> <p>1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among</p>	<p>diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as</p>	<p>participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>2b. Use a colon to introduce a list or quotation.</p> <p>2c. Spell correctly.</p>
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					<p>needed.</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>1c. Propel conversations by posing and responding to</p>	
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					<p>questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
<p>Quarter 2</p> <p>Mid November</p> <p>-</p> <p>Late January</p>	<ul style="list-style-type: none"> Explore short story Collections: Designs in Non-Fiction and participate in leisure reading (RL) Exploration of Dramatic accounts (RI) Descriptive writing - creating vivid 	<p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>4. Determine the meaning of</p>	<p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and</p>	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information</p>	<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each</p>	<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>3a. Write and edit work so</p>

	<p>pictures of an idea, person, place or thing. Focusing on one subject and using specific detail to describe that upon which is in focus. (W)</p> <ul style="list-style-type: none"> Participation in group discussions, demonstration of active listening skills and creating a Power Point presentation and sharing with others (SL & L) <p>Daily Journaling, (L)</p>	<p>words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>advance the plot or develop the theme.</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic with well-chosen, relevant, and</p>	<p>source.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
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				<p>sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to</p>		
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				<p>manage the complexity of the topic.</p> <p>2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		
Quarter 3	<ul style="list-style-type: none"> Explore short story Collections: Designs in Fiction and 	5. Analyze how an author's choices concerning how to structure a text, order events	5. Analyze in detail how an author's ideas or claims are	3. Write narratives to develop real	4. Present information, findings, and	4b. Identify and correctly use patterns of word changes that indicate different meanings or

<p>Early February - Early April</p>	<p>participate in leisure reading (RL)</p> <ul style="list-style-type: none"> • Exploration of Science fiction/fantasy accounts (RI) • Narrative writing-telling a story that is either fiction or non-fiction, plays, or plot summaries and emphasizes use of the first person "I". (W) • Participation in group discussions, demonstration of active listening skills and creating a Power Point presentation and sharing with others (SL & L) • Daily Journaling, (L) 	<p>within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p>	<p>developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>3b. Use narrative</p>	<p>supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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				<p>techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events,</p>		
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				<p>setting, and/or characters.</p> <p>3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>MA.3.A. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, a minor character).</p>		
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<p>Quarter 4</p> <p>Mid April - Late June</p>	<ul style="list-style-type: none"> Explore short story Collections: Designs in Non-Fiction and participate in leisure reading (RL) Exploration of mystery/horror accounts (RI) Persuasive writing - The idea is to express an opinion or to take a stance on an issue and to then support that opinion in a way that convinces the reader to see it the same way as the writer. (W) Participation in group discussions, demonstration of active listening skills and creating a Power Point presentation and sharing with others (SL & L) Daily Journaling (L) 	<p>MA.8.A. Relate a work of fiction, poetry, or drama to the seminal ideas of its time.</p> <p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 67 for specific expectations.)</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text</p> <p>5b. Analyze nuances in the meaning of words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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			<p>complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 67.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>		
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				<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced</p>		
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				<p>searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g.,</p>		
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				<p>“Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>9b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is</p>		
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				<p>relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		
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Grades 11 - 12 English Language Arts Curriculum Map

Time Line/Teacher Notes on Progress	Content	Literature RL	Informational RI	Writing W	Speaking/ Listening SL	Language L
<p>Quarter 1</p> <p>Early September – Early November</p>	<ul style="list-style-type: none"> • Explore short story Collections: Designs in Non-Fiction and participate in leisure reading (RL) • Exploration of Biographical and Autobiographical accounts (RI) • Expository writing-to-the-point and factual including definitions, instructions, directions, speeches, and basic comparisons/clarifications, emphasizing minimal, if any, descriptive detail or opinion. (W) • Participation in group discussions, demonstration of active listening skills and creating a Power Point 	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an</p>	<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>1b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i>) as needed.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>

	<p>presentation and sharing with others (SL & L)</p> <ul style="list-style-type: none"> • Daily Journaling (L) 			<p>organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>1c. Use words, phrases, and clauses as well as varied</p>	<p>to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>1d. Respond thoughtfully to diverse perspectives; synthesize</p>	
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				<p>syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>1e. Provide a concluding statement or section that follows from and supports</p>	<p>comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	
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				the argument presented.		
<p>Quarter 2</p> <p>Mid November</p> <p>-</p> <p>Late January</p>	<ul style="list-style-type: none"> Explore short story Collections: Designs in Non-Fiction and participate in leisure reading (RL) Exploration of Dramatic accounts (RI) Descriptive writing - creating vivid pictures of an idea, person, place or thing. Focusing on one subject and using specific detail to describe that upon which is in focus. (W) Participation in group discussions, demonstration of active listening skills and creating a Power Point presentation and sharing with others (SL & L) Daily Journaling, (L) 	<p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting</p>	<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>3a. Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

				<p>(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>2c. Use appropriate and varied transitions and syntax to</p>		
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				<p>link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the</p>		
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				discipline in which they are writing. 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
<p>Quarter 3</p> <p>Early February</p> <p>-</p> <p>Early April</p>	<ul style="list-style-type: none"> Explore short story Collections: Designs in Fiction and participate in leisure reading (RL) Exploration of Science fiction/fantasy accounts (RI) Narrative writing-telling a story that is either fiction or non-fiction, plays, or plot summaries and emphasizes use of the first person "I". (W) 	<p>5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony,</p>	<p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>6. Determine an author's point of view or purpose in a text in which the</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3a. Engage</p>	<p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style</p>	<p>4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>

	<ul style="list-style-type: none"> Participation in group discussions, demonstration of active listening skills and creating a Power Point presentation and sharing with others (SL & L) Daily Journaling, (L) 	<p>or understatement).</p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or</p>	<p>are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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				<p>characters. 3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 3e. Provide a</p>		
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				<p>conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>MA.33.A. Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p>		
Quarter 4	<ul style="list-style-type: none"> Explore short story Collections: Designs in Non-Fiction and 	MA.8.A. Analyze a work of fiction, poetry, or drama using a variety of critical	8. Delineate and evaluate the reasoning in seminal	4. Produce clear and coherent	6. Adapt speech to a variety of contexts and tasks,	5. Demonstrate understanding of figurative language, word relationships,

<p style="text-align: center;">Mid April - Late June</p>	<p>participate in leisure reading (RL)</p> <ul style="list-style-type: none"> • Exploration of mystery/horror accounts (RI) • Persuasive writing - The idea is to express an opinion or to take a stance on an issue and to then support that opinion in a way that convinces the reader to see it the same way as the writer. (W) • Participation in group discussions, demonstration of active listening skills and creating a Power Point presentation and sharing with others (SL & L) • Daily Journaling, (L) 	<p>lenses (e.g., formal, psychological, historical, sociological, feminist).</p> <p>9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>10. By the end of</p>	<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions</p>	<p>demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)</p>	<p>and nuances in word meanings.</p> <p>5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>5b. Analyze nuances in the meaning of words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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			<p>grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 67.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated</p>		
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				<p>question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate</p>		
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				<p>information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-</p>		
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				<p>century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>9b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and</p>		
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				<p>dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		
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