

# English Language Arts Curriculum Map Grades Kindergarten – 12 August 2014

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**GRADE 5** 



## 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
- October	<ul> <li>Focusing on phonological awareness, students are challenged to listen for rhythm and rhyming words within the literature.</li> <li>Concept of print are taught as students read poems and informational books.</li> <li>Students will begin to understand parts of a book and the roles of the author and illustrator through reading literature and informational text.</li> <li>In this early stage of writing, students use a combination of drawing, dictation, and writing to give opinions about favorite colors.</li> </ul>	RL.K.1 With prompting and support, ask and answer questions about key details in a text.  RL.K.2 With prompting and support, retell familiar stories, including key details.  RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	RI.K.4 Recognize common types of texts (e.g., storybooks, poems).	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is).  W.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.  W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	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).  SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	KRF.K.1.a Follow words from left to right, top to bottom, and page by page.  RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.  RF.K.1.c Understand that words are separated by spaces in print.  RF.K.1.d Recognize and name all upperand lowercase letters of the alphabet.	L.K.1.a Print many upperand lowercase letters.  L.K.1.b Use frequently occurring nouns and verbs.  L.K.2.a Capitalize the first word in a sentence and the pronoun <i>I</i> .  L.K.2.b Recognize and name end punctuation.  L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning

	•	Students will write					RF.K.2.a	the verb <i>to</i>
		personal narratives					Recognize and	duck).
		linked to the unit					produce rhyming	
		theme.					words.	L.K.5 .a Sort
								common
								objects into
								categories
								(e.g., shapes,
								foods) to gain a
								sense of the
								concepts the
								categories
								represent.
November	•	Students focus on	RL.K.1 With	RI.K.1 With	W.K.1 Use a	SL.K.1 .b	RF.K.2.b Ask and	L.K.1.a Print
November		the sequence of a	prompting and	prompting and	combination of drawing,	Follow agreed-	answer questions	many upper-
_		text: the beginning,	support, ask	support, ask and	dictating, and writing to	upon rules for	in order to seek	and lowercase
		middle and end of a	and answer	answer	compose opinion pieces	discussions	help, get	letters.
December		story.	questions	questions about	in which they tell a	(e.g., listening	information, or	
	•	Through the study	about key	key details in a	reader the topic or the	to others and	clarify something	L.K.1.b Use
		of literature,	details in a	text.	name of the book they	taking turns	that is not	frequently
		students will	text.		are writing about and	speaking	understood	occurring
		identify and		RI.K.7 With	state an opinion or	about the		nouns and
		describe basic story	RL.K.2 With	prompting and	preference about the	topics and	RF.K.2.c Blend	verbs.
		elements	prompting and	support,	topic or book (e.g., My	texts under	and segment	
	•	Practice visualizing	support, retell	describe the	favorite book is).	discussion).	onsets and rimes	L.K.2 .a
		a story's setting and	familiar stories,	relationship		•	of single-syllable	Capitalize the
		characters based on	including key	between	W.K.3 Use a	SL.K.2 Confirm	spoken words.	first word in a
		details in the texts	details.	illustrations and	combination of drawing,	understanding		sentence and
	•	Retell stories, and		the text in which	dictating, and writing to	of a text read	RF.K.3.c Read	the pronoun <i>I</i> .
		begin to make text	RL.K.3 With	they appear	narrate a single event or	aloud or	common high-	
		to text connections.	prompting and	(e.g., what	several loosely linked	information	frequency words	L.K.5 With
	•	Students will write	support,	person, place,	events, tell about the	presented	by sight (e.g.,	guidance and
		opinion pieces	identify	thing, or idea in	events in the order in	orally or	the, of, to, you,	support from
		linked to the unit	characters,	the text an	which they occurred,	through other	she, my, is, are,	adults, explore
		theme.	settings, and	illustration	and provide a reaction	media by	do, does).	word
			major events in	depicts).	to what happened.	asking and		relationships
			a story.			answering		and nuances in
			RL.K.4 Ask and			questions		word

		answer			about key		meanings.
		questions			details and		J
		about			requesting		L.K.5.a Sort
		unknown			clarification if		common
		words in a text.			something is		objects into
		RL.K.9 With			not		categories
		prompting and			understood.		(e.g., shapes,
		support,					foods) to gain a
		compare and			SL.K.4		sense of the
		contrast the			Describe		concepts the
		adventures			familiar		categories
		and			people, places,		represent.
		experiences of			things, and		
		characters in			events and,		
		familiar stories.			with		
					prompting and		
					support,		
					provide		
					additional		
					detail.		
January	<ul> <li>Students will</li> </ul>	RL.K.3 With	RI.K.2 With	W.K.2 Use a		RF.K.2.d Isolate	L.K.1.d
-	focuses on the	prompting and	prompting and	combination of drawing,		and pronounce	Understand
February	difference between	support,	support, identify	dictating, and writing to		the initial, medial	and use
. cb. da. y	literary and	identify	the main topic	compose		vowel, and final	question words
	informational texts.	characters,	and retell key	informative/explanatory		sounds	(interrogatives)
	<ul> <li>Students explore</li> </ul>	settings, and	details of a text.	texts in which they name		(phonemes) in	(e.g., <i>who</i> ,
	characters, settings,	major events in		what they are writing		three-phoneme	what, where,
	and events in both	a story.		about and supply some		(consonant-	when, why,
	literary and	5		information about the		vowel-	how).
	informational texts	RL.K.4 Ask and		topic.		consonant, or	
	by asking questions	answer				CVC) words.*	
	about unknown	questions				(This does not	
	words, characters,	about				include CVCs	
	settings, and	unknown				ending with /l/,	
	events.	words in a text.				/r/, or /x/.) RF.K.2.e Add or	
	Students learn to	DI K O With					
	compare and	RL.K.9 With				substitute	
	contrasts characters	prompting and				individual sounds	

		in stories.	support,				(phonemes) in	
	•	Informational texts	compare and				simple, one-	
		offer a comparable	contrast the				syllable words to	
		opportunity for	adventures				make new	
		students to ask	and				words.	
		questions about real	experiences of				words.	
		people in their	characters in					
		communities.	familiar stories.					
0.0  -	•	Students explore	RL.K.4 Ask and	RI.K.1 With	W.K.1 Use a	SL.K.4	RF.K.3.a	L.K.1 (f)
March		•			combination of drawing,	Describe	Demonstrate	Produce and
-		America's symbols	answer	prompting and		familiar		expand
April		and celebrations	questions	support, ask and	dictating, and writing to		basic knowledge	· ·
		through literary and	about	answer	compose opinion pieces	people, places,	of one-to-one	complete
		informational texts:	unknown	questions about	in which they tell a	things, and	letter-sound	sentences in
		they begin to write	words in a text.	key details in a	reader the topic or the	events and,	correspondences	shared
		informative/explana	D1 1/ F	text.	name of the book they	with	by producing the	language
		tory pieces.	RL.K.5	D1 1/ 7 14/11	are writing about and	prompting and	primary sound or	activities
	•	Students will	Recognize	RI.K.7 With	state an opinion or	support,	many of the	
		examine ways to	common types	prompting and	preference about the	provide	most frequent	L.K.2 .d Spell
		show patriotism and	of texts (e.g.,	support,	topic or book (e.g., My	additional	sounds for each	simple words
		learn the history	storybooks,	describe the	favorite book is).	detail.	consonant.	phonetically,
		and importance of	poems).	relationship			_	drawing on
		national symbols		between	W.K.5 With guidance	SL.K.5 Add	RF.K.3.b	knowledge of
		and holidays	RL.K.7 With	illustrations and	and support from adults,	drawings or	Associate the	sound-letter
		through a study of a	prompting and	the text in which	respond to questions	other visual	long and short	relationships.
		variety of text	support,	they appear	and suggestions from	displays to	sounds with	
		formats, (poems,	describe the	(e.g., what	peers and add details to	descriptions as	common	L.K.4a Identify
		songs, narratives,	relationship	person, place,	strengthen writing as	desired to	spellings	new meanings
		and informational	between	thing, or idea in	needed.	provide	(graphemes) for	for familiar
		text).	illustrations	the text an		additional	the five major	words and
	•	Students progress	and the story	illustration	W.K.6 With guidance	detail.	vowels.	apply them
		to asking questions	in which they	depicts).	and support from adults,			accurately
		for more detailed	appear (e.g.,		explore a variety of		RF.K.3.d	(e.g., knowing
		information in	what moment	RI.K.8 With	digital tools to produce		Distinguish	duck is a bird
		nonfiction texts.	in a story an	prompting and	and publish writing,		between	and learning
	•	Students learn to	illustration	support, identify	including in		similarly spelled	the verb <i>to</i>
		write informative	depicts).	the reasons an	collaboration with peers.		words by	duck).
		pieces with richer		author gives to			identifying the	
		•		support points in	W.K.7 Participate in		sounds of the	

	content.		a text.	shared research and	letters that differ	L.K.5a Sort
	content		u text.	writing projects (e.g.,	Tetters that anner	common
			RI.K.9 With	explore a number of	RF.K.4 Read	objects into
			prompting and	books by a favorite	emergent-reader	categories
			support, identify	author and express	texts with	(e.g., shapes,
			basic similarities	opinions about them).	purpose and	foods) to gain a
			in and	,	understanding.	sense of the
			differences			concepts the
			between two			categories
			texts on the			represent.
			same topic (e.g.,			L.K.5.c Identify
			in illustrations,			real-life
			descriptions, or			connections
			procedures).			between words
			,			and their use
						(e.g., note
						places at
						school that are
						colorful).
May	<ul> <li>Students focus on</li> </ul>	RL.K.3 With	RI.K.9 With	W.K.6 With guidance	RF.K.4 Read	L.K.2 .d Spell
-	the difference a	prompting and	prompting and	and support from adults,	emergent-reader	simple words
	setting can make in	support,	support, identify	explore a variety of	texts with	phonetically,
	the creation of a	identify	basic similarities	digital tools to produce	purpose and	drawing on
	story.	characters,	in and	and publish writing,	understanding.	knowledge of
	<ul> <li>Building on the</li> </ul>	settings, and	differences	including in		sound-letter
	diversity of family	major events in	between two	collaboration with peers.		relationships.
	celebrations,	a story	texts on the	W.K.8 With guidance		
	students read about		same topic (e.g.,	and support from adults,		
	the greater world	RL.K.9 With	in illustrations,	recall information from		
	beyond America.	prompting and	descriptions, or	experiences or gather		
	<ul> <li>Focusing on the</li> </ul>	support,	procedures).	information from		
	pairing of fiction	compare and		provided sources to		
	and informational	contrast the		answer a question.		
	text, students see	adventures &				
	how fictional	experiences of				
	settings can reflect	characters in				
	real places.	familiar stories.				

luna	Students enjoy	RL.K.5	RI.K.2 With	W.K.1 Use a	SL.K.2 Confirm	RF.K.4 Read	L.K.4 .b Use the
June	otalacinto cinjo j	Recognize	prompting and	combination of drawing,	understanding	emergent-reader	most
	reading emergent-	_			_	_	
	reader	common types	support, identify	dictating, and writing to	of a text read	texts with	frequently
	informational texts	of texts (e.g.,	the main topic	compose opinion pieces	aloud or	purpose and	occurring
	and listening to read	storybooks,	and retell key	in which they tell a	information	understanding.	inflections and
	alouds.	poems).	details of a text.	reader the topic or the	presented		affixes (e.g., -
	<ul> <li>Focusing on the</li> </ul>			name of the book they	orally or		ed, -s, re-, un-,
	relationships among	RL.K.10	RI.K.4 Recognize	are writing about and	through other		pre-, -ful,-
	ideas in texts,	Actively	common types	state an opinion or	media by		less) as a clue
	students recognize	engage in	of texts (e.g.,	preference about the	asking and		to the meaning
	that growth and	group reading	storybooks,	topic or book (e.g., My	answering		of an unknown
	change occur in	activities with	poems).	favorite book is).	questions		word.
	both fiction and	purpose and			about key		
	informational texts.	understanding.	RI.K.7 With	W.K.2 Use a	details and		L.K.5.c Identify
	<ul> <li>Learning about</li> </ul>		prompting and	combination of drawing,	requesting		real-life
	"cause and effect",		support,	dictating, and writing to	clarification if		connections
	students recognize		describe the	compose	something is		between words
	interactions in		relationship	informative/explanatory	not		and their use
	nature and note the		between	texts in which they name	understood.		(e.g., note
	role that people can		illustrations and	what they are writing			places at
	play in preserving		the text in which	about and supply some	SL.K.3 Ask and		school that are
	nature.		they appear	information about the	answer		colorful).
	Students will learn		(e.g., what	topic.	questions in		
	the characteristics		person, place,		order to seek		
	of different habitats		thing, or idea in	W.K.3 Use a	help, get		
	and the type of		the text an	combination of drawing,	information,		
	plant and animals		illustration	dictating, and writing to	or clarify		
	that live in each.		depicts).	narrate a single event or	something		
				several loosely linked	that is not		
			RI.K.8 With	events, tell about the	understood		
			prompting and	events in the order in			
			support, identify	which they occurred,			
			the reasons an	and provide a reaction			
			author gives to	to what happened.			
			support points in				
			a text.	W.K.5 With guidance			
				and support from adults,			
				respond to questions			

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).	and suggestions from peers and add details to strengthen writing as needed.  W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	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).	

# 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	•	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 grade 1 topics and texts 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

	•	inquiry, thought, and conversation.  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		writing or speaking.  L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
November - December	•	Students read informational texts about animals and learn how to strengthen their own informative/explanato ry 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	RL.1.1 Ask and answer questions about key details in a text.  RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson	RI.1.2 Identify the main topic and retell key details of a text.  RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  RI.1.5 Know and use various text features (e.g.,	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.  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.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).  SL1.1.b Build on others' talk in	RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.  RF.1.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	L.1.1.b Use common, proper, and possessive nouns.  L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  L.1.1d Use personal,

		1 1 1 1 1		DE 4.3	
to write quality		headings, tables	conversations	RF.1.2.c Isolate	possessive,
sentences through	RL.1.5 Explain	of contents,	by responding	and pronounce	and indefinite
observational	major	glossaries,	to the	initial, medial	pronouns (e.g.,
comment writing with	differences	electronic	comments of	vowel, and final	I, me, my;
a focus on	between	menus, icons) to	others	sounds	they, them,
informative/explanato	books that tell	locate key facts	through	(phonemes) in	their;
ry writing.	stories and	or information in	multiple	spoken	anyone,
Students revise their	books that	a text.	exchanges.	single-syllable	everything).
work with an adult.	give		_	words.	
Students learn about	information,	RI.1.7 Use the	SL1.1.c Ask		L.1.1.e Use
the creative process	drawing on a	illustrations and	questions to	RF.1.3.b Decode	verbs to convey
and create art to go	wide reading	details in a text	clear up any	regularly spelled	a sense of past,
with their informative	of a range of	to describe its	confusion	one-syllable	present, and
writing.	text types.	key ideas.	about the	words.	future (e.g.,
Students read	7,0	,	topics and		Yesterday I
fictional texts and	RL.1.7 Use		texts under		walked home;
continue to retell a	illustrations		discussion		Today I walk
story using details and	and details in				home;
focusing on a central	a story to		SL.1.2 Ask and		Tomorrow I will
message.	describe its		answer		walk home).
message.	characters,		questions		want nome;
	setting, or		about key		L.1.1.f Use
	events.		details in a		frequently
	events.		text read		occurring
			aloud or		adjectives
			information		aujectives
			presented		L.1.5 With
			orally or		guidance and
			through other		support from
			media.		adults,
			meula.		-
					demonstrate understanding
					_
					of word
					and nuances in
					word
					L.1.5.b Define
					words by

						category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- February	<ul> <li>Students read literature and informational texts related to life lessons.</li> <li>Students focus on the categorizing of story details into the following groupings: characters, key events, and settings.</li> <li>Students read and listen to fables with morals.</li> <li>Students learn the rules of life by reading life stories such as George Washington Carver, and Thomas Edison.</li> <li>Students write narrative focused on life lessons and create informative/explanato ry posters.</li> </ul>	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson  RL.1.3  Describe characters, settings, and major events in a story, using key details  MA.8.A  Identify characteristics commonly shared by folktales and fairy tales.	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.	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.  RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.1.2.b Use end punctuation for sentences.

March		Students look at	RL.1.4 Identify	RI.1.8 Identify	W.1.5 With guidance	SL.1.4		L.1.5 With
iviarch		changes through	words and	the reasons an	and support from adults,	Describe		guidance and
-			phrases in	author gives to	focus on a topic,	people,		support from
April		nonfiction, changes in	•	_	· ·			adults,
-		the feelings of	stories or	support points in	respond to questions	places, things,		,
		characters through	poems that	a text.	and suggestions from	and events		demonstrate
		fantasy and changes in	suggest		peers, and add details to	with relevant		understanding
		their own writing	feelings or		strengthen writing as	details,		of word
		through revision.	appeal to the		needed.	expressing		relationships
	•	Students look at	senses.			ideas and		and nuances in
		writing as a moldable,				feelings		word
		changing piece of				clearly.		meanings.
		work that can improve						
		with revision.						L.1.5.d
	•	Building on the simple						Distinguish
		characteristics of fable						shades of
		characters, students						meaning
		describe the						among verbs
		character's feelings.						differing in
		Focus on verbs,						manner (e.g.,
		students act out the						look, peek,
								glance, stare,
		various ways Dorothy could "walk" on the						glare, scowl)
								and adjectives
		yellow brick road or						differing in
		how wind can provide						intensity (e.g.,
		energy efficiently.						
	•	They view the						large, gigantic)
		nonfiction in this unit						by defining or
		through the lens of						choosing them
		cause and effect.						or by acting
								out the
								meanings.
May	•	Students meet	RL.1.6 Identify	RI.1.3 Describe	W.1.1 Write opinion	SL.1.3 Ask and	RF.1.4 Read	
1,	1	important Americans	who is telling	the connection	pieces in which they	answer	with sufficient	
		in informational books	the story at	between two	introduce the topic or	questions	accuracy and	
	1	and then hear fictional	various points	individuals,	name the book they are	about what a	fluency to	
	1	stories about the	in a text.	events, ideas, or	writing about, state an	speaker says	support	
	1	same people.		pieces of	opinion, supply a reason	in order to	comprehension.	
		Janie people.		P. 5565 61	5p511) 5appij a reason	5. 40. 65	oc.nprenension.	

	•	Focusing on reading		information in a	for the opinion, and	gather		
		independently and		text.	provide some sense of	additional	RF.1.4.c Use	
		fluently, students read			closure.	information	context to	
		nonfiction to learn		RI.1.10 With		or clarify	confirm or self-	
		about the		prompting and		something	correct word	
		contributions made by		support, read		that is not	recognition and	
		important Americans.		informational		understood.	understanding,	
	•	Students place events		texts			rereading as	
		of a similar time		appropriately			necessary.	
		period on a timeline,		complex for				
		students are able to		grade 1.				
		visualize the						
		connections among						
		events and people.						
	•	Students write and						
		revise an opinion						
		piece.						
June	•	Students compare and	RL.1.9	RI.1.9 Identify	W.1.1 Write opinion	SL.1.5 Add		L.1.5 With
		contrast multiple	Compare and	basic similarities	pieces in which they	drawings or		guidance and
		versions of a fairy	contrast the	in and	introduce the topic or	other visual		support from
		tales while learning	adventures	differences	name the book they are	displays to		adults,
		about continents and	and	between two	writing about, state an	descriptions		demonstrate
		cultures.	experiences of	texts on the	opinion, supply a reason	when		understanding
	•	Students focus on	characters in	same topic (e.g.,	for the opinion, and	appropriate		of word
		opinion writing.	stories.	in illustrations,	provide some sense of	to clarify		relationships
	•	Students choose a		descriptions, or	closure.	ideas,		and nuances in
		favorite version of a		procedures).	14/4 6 14/21	thoughts, and		word .
		fairy tale and write			W.1.6 With guidance	feelings.		meanings.
		about their choices,			and support from adults,			1454
		supporting their			use a variety of digital			L.1.5.d
		opinions with reasons.			tools to produce and			Distinguish
	•	They continue to			publish writing, including in collaboration with			shades of meaning
		focus on similarities						among verbs
		and differences in			peers.			differing in
		fiction and nonfiction						manner (e.g.,
		texts.						look, peek,
								glance, stare,

			glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting
			out the
			meanings.

## 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	•	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.	RL2.4 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 who, what, where, when, why, and how 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 grade 2 topics and texts with peers and adults in small and larger groups.  SL.2.2 Recount	L.2.1.a Use collective nouns (e.g., group).  L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

	•	Students review the	RL2.5	paragraph text			or describe key	L.2.2a
		roles of authors and	Describe the	as well as the			ideas or details	Capitalize
		illustrators.	overall	focus of specific			from a text	holidays,
		mastrators.	structure of a	paragraphs			read aloud or	product
			story,	within the text.			information	names, and
			including	Within the text.			presented	geographic
			describing				orally or	names.
			how the				through other	names.
							media.	L2.4.a Use
			beginning				illeula.	
			introduces					sentence-level
			the story and					context as a
			the ending					clue to the
			concludes the					meaning of a
			action.					word or
			_					phrase.
November	•	Students will research	RL.2.1 Ask	RI.2.1 Ask and	RF.2.3b Know spelling-	W.2.2 Write	SL.2.1.a Follow	L.2.1.a Use
-		and write an	and answer	answer such	sound correspondences	informative/ex	agreed-upon	collective
December		informative/explanator	such	questions as	for additional common	planatory texts	rules for	nouns (e.g.,
		y essay on an	questions as	who, what,	vowel teams.	in which they	discussions	group).
		interesting person	who, what,	where, when,		introduce a	(e.g., gaining	
		from the 1800's	where, when,	why, and how to	RF.2.4 Read with	topic, use facts	the floor in	L.2.1.d Form
		American Wild West.	why, and how	demonstrate	sufficient accuracy and	and definitions	respectful	and use the
	•	Students will read tall	to	understanding of	fluency to support	to develop	ways, listening	past tense of
		tales and then discuss	demonstrate	key details in a	comprehension.	points, and	to others with	frequently
		where the fiction is	understandin	text.		provide a	care, speaking	occurring
		stretched beyond	g of key			concluding	one at a time	irregular verbs
		belief, and why the tale	details in a	RI.2.4 Determine		statement or	about the	(e.g., sat, hid,
		has been told through	text.	the meaning of		section.	topics and texts	told).
		the years.		words and			under	
	•	Students will learn	RL.2.2	phrases in a text		W.2.5 With	discussion).	L.2.2a
		about the power of	Recount	relevant to a		guidance and		Capitalize
		sharing stories as a way	stories,	grade 2 topic or		support from	SL.2.2 Recount	holidays,
		to connect with others	including	subject area.		adults and	or describe key	product
		and our past.	fables and			peers, focus	ideas or details	names, and
	•	Students will read	folktales from	RI.2.5 Know and		on a topic and	from a text	geographic
		several pieces of	diverse	use various text		strengthen	read aloud or	names.
		literature and poetry to	cultures, and	features (e.g.,		writing as	information	L2.4.a Use
		examine how	determine	captions, bold		needed by	presented	sentence-level
		CALCITIC TO CA						

obovo otava vasava val ta	thair acutual	nrint	novicing and	orally or	contout
characters respond to	their central	print,	revising and	orally or	context as a
major events and	message,	subheadings,	editing.	through other	clue to the
challenges.	lesson, or	glossaries,	W.2.8 Recall	media.	meaning of a
<ul> <li>They will learn about</li> </ul>	moral.	indexes,	information		word or
the features of		electronic	from	SL.2.4 Tell a	phrase.
information text and	RL.2.3	menus, icons) to	experiences or	story or recount	
build collaborative	Describe how	locate key facts	gather	an experience	
conversations about	characters in	or information in	information	with	
the personal	a story	a text efficiently.	from provided	appropriate	
connections stories can	respond to		sources to	facts and	
provide.	major events	RI.2.6 Identify	answer a	relevant,	
<ul> <li>Students will be able to</li> </ul>	and	the main	question	descriptive	
write a personal	challenges.	purpose of a		details,	
narrative piece that		text, including		speaking	
recounts an event with	RL.2.7 Use	what the author		audibly in	
relevant details.	information	wants to answer,		coherent	
	gained from	explain, or		sentences.	
	the	describe.			
	illustrations				
	and words in				
	a print or				
	digital text to				
	demonstrate				
	understanding				
	of its				
	characters,				
	setting, or				
	plot.				
	piot.				
	RL.2.				
	9Compare				
	and contrast				
	two or more				
	versions of				
	the same				
	story (e.g.,				
	Cinderella				
	stories) by				

		different authors or from different cultures.			
January	Students explore literal     and figurative	RL.2.3 Describe how	RI.2.5 Know and use various text	W.2.2 Write informative/ex	L.2.2.b Use commas in
-	and figurative language.	characters in	features (e.g.,	planatory texts	greetings and
February	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	characters in a story respond to major events and challenges.  RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understandin g of its characters, setting, or plot.	features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  RI.2.8 Describe how reasons support specific points the author makes in a text.	planatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	greetings and closings of letters.  L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of
					compound words (e.g.,

Manak	• Chudonta will build	DI 22	PL 2.2 Doscribo	RE 2.2 a Identify words	W 2.1 Write	CI 2.1	birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
March - April	<ul> <li>Students will build knowledge about the history of America and the people who shaped our country.</li> <li>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.</li> <li>Students will be writing an opinion piece linked to the theme.</li> </ul>	RL.2.3 Describe how characters in a story respond to major events and challenges. 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.  MA.8.A Identify dialogue as	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.  RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  W.2.5 With guidance and support from	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  SL.2.4 Tell a story or recount	L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).  L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings  L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse,
		words spoken by characters (usually enclosed in	and clarify a text.		adults and peers, focus on a topic and strengthen	an experience with appropriate facts and	lighthouse, housefly; bookshelf, notebook,

			quotation			writing as	relevant,	bookmark).
			marks) and			needed by	descriptive	
			explain what			revising and	details,	L.2.4.e Use
			dialogue adds			editing.	speaking	glossaries and
			to a				audibly in	beginning
			particular			W.2.6 With	coherent	dictionaries,
			story or			guidance and	sentences.	both print and
			poem.			support from		digital, to
			<b>P</b> • • • • • • • • • • • • • • • • • • •			adults, use a		determine or
						variety of		clarify the
						digital tools to		meaning of
						produce and		words and
						publish		phrases.
						writing,		pin ascs.
						including in		
						collaboration		
						with peers.		
May	•	Students will develop a	RL.2.4	RI.2.2 Identify	RF.2.3.c Decode	W.2.3 Write	SL.2.1b Build on	L.2.1b Form
May		deep understanding	Describe how	the main topic of	regularly spelled two-	narratives in	others' talk in	and use
		about the intentional	words and	a multi-	syllable words with long	which they	conversations	frequently
		use of kindness as a	phrases (e.g.,	paragraph text	vowels.	recount a well	by linking their	occurring
		way to change lives.	regular beats,	as well as the	voweis.	elaborated	comments to	irregular plural
		_	alliteration,	focus of specific	RF.2.3.d Decode words	event or short	the remarks of	nouns (e.g.,
	•	Students will read and	-	·	with common prefixes	sequence of	others.	feet, children,
		discuss several pieces	rhymes,	paragraphs	and suffixes.	•	others.	-
		of literature to build	repeated	within the text.	and surfixes.	events, include	SL.2.3 Ask and	teeth, mice,
		understanding about	lines) supply	DI 2 2 Decembre	DE 2.4 Deadith	details to		fish).
		the ways central	rhythm and	RI.2.3 Describe	RF.2.4 Read with		answer	1 2 2 2 1122 22
		message, lesson, or	meaning in a	the connection	sufficient accuracy and	describe	questions about	L.2.2.c Use an
		moral of a story is	story, poem,	between a series	fluency to support	actions,	what a speaker	apostrophe to
		developed by an	or song.	of historical	comprehension.	and feelings,	says in order to	form
		author.	DI 2.5	events, scientific		use temporal	clarify	contractions
	•	Students will also read	RL.2.5	ideas or		words to	comprehension	and frequently
		informational texts	Describe the	concepts, or		signal	, gather	occurring
		about real people that	overall	steps in technical		event order,	additional	possessives.
		exhibited	structure of a	procedures in a		and provide a	information, or	
		characteristics of	story,	text.		sense of	deepen	L.2.4.b
		kindness and	including			closure.	understanding	Determine the
		compassion.	describing	RI.2.4 Determine			of a topic or	meaning of the

	Students will be able	how the	the meaning of		W.2. With	issue.	new word
	to write a narrative	beginning	words and		guidance and		formed when a
	using understanding of	introduces	phrases in a text		support from	SL.2.5 Create	known prefix is
	the theme to elaborate	the story and	relevant to a		adults and	audio	added to a
	on an event with	the ending	grade 2 topic or		peers, focus	recordings of	known word
	details that describe	concludes the	subject area.		on a topic and	stories or	(e.g.,
	actions, thoughts, and	action.			strengthen	poems; add	happy/unhappy,
	feelings.				writing as	drawings or	tell/retell).
		RL.2.6			needed by	other visual	
		Acknowledge			revising and	displays to	L.2.5
		differences in			editing.5	stories or	Demonstrate
		the points of				recounts of	understanding
		view of				experiences	of word
		characters,				when	relationships
		including by				appropriate to	and nuances in
		speaking in a				clarify ideas,	word
		different				thoughts, and	meanings.
		voice for				feelings.	
		each					MA.1.g. Read,
		character					pronounce,
		when reading					write, and
		dialogue					understand
		aloud.					the meaning of
		RL.2.9					common
		Compare and					abbreviations
		contrast two					for titles,
		or more					locations, and
		versions of					time periods
		the same					(e.g., Dr., Ms.,
		story (e.g.,					Mrs., St., Rd.,
		Cinderella					Ave., MA, U.S.,
		stories) by					months, days
		different					of the week,
		authors or					a.m., p.m.)
		from					
		different					
		cultures.					
June	<ul> <li>Students will be</li> </ul>	RL.2.4	RI.2.3 Describe	RF.2.3 Know and apply	W.2.2 Write	SL.2.1	L.2.1

	learning about the	Describe how	the connection	grade-level phonics and	informative/ex	Participate in	Demonstrate
	relationship between	words and	between a series	word analysis skills in	planatory texts	collaborative	command of
	animals and their	phrases (e.g.,	of historical	decoding words.	in which they	conversations	the
	habitats.	regular beats,	events, scientific	decoding words.	introduce a	with diverse	conventions of
•		alliteration,	ideas or	RF.2.4 Read with	topic, use facts	partners about	standard
•	Students will be			sufficient accuracy and	• •	•	English
	reading several	rhymes,	concepts, or	•	and definitions	grade 2 topics	•
	informational and	repeated	steps in technical	fluency to support	to develop	and texts with	grammar and
	literature texts in order	lines) supply	procedures in a	comprehension.	points, and	peers and	usage when
	to compare and	rhythm and	text.		provide a	adults in small	writing or
	contrast important	meaning in a	RI.2.5 Know and		concluding	and larger	speaking.
	points to build	story, poem,	use various text		statement or	groups.	
	knowledge about the	or song.	features (e.g.,		section.		L.2.2
	unit theme.		captions, bold		_	SL.2.3 Ask and	Demonstrate
•	Students will write an	RL.2.7 Use	print,		W.2.5 With	answer	command of
	informative/explanatory	information	subheadings,		guidance and	questions about	the
	piece linked to the unit	gained from	glossaries,		support from	what a speaker	conventions of
	topic using gathered	the	indexes,		adults and	says in order to	standard
	information from	illustrations	electronic		peers, focus	clarify	English
	provided sources.	and words in	menus, icons) to		on a topic and	comprehension	capitalization,
		a print or	locate key facts		strengthen	, gather	punctuation,
		digital text to	or information in		writing as	additional	and spelling
		demonstrate	a text efficiently.		needed by	information, or	when writing.
		understanding			revising and	deepen	
		of its	RI.2.9Compare		editing.	understanding	L.2.4
		characters,	And			of a topic or	Determine or
		setting, or	Contrast the		W.2.7	issue.	clarify the
		plot.	most important		Participate in		meaning of
			Points		shared		unknown and
		RL.2.10 By	presented		research and		multiple-
		the end of	by two texts on		writing		meaning
		the year,	the same topic.		projects (e.g.,		words and
		read and	RI.2.10 By the		read a number		phrases based
		comprehend	end of year, read		of books on a		on <i>grade 2</i>
		literature,	and comprehend		single topic to		reading and
		including	informational		produce a		content,
		stories and	texts, including		report; record		choosing
		poetry, in the	history/social		science		flexibly from
		grades 2–3	studies, science,		observations).		an array of

te	ext	and technical		strategies.
co	omplexity	texts, in the		
ba	and	grades 2-3 text		
pr	roficiently,	complexity band		
wi	vith	proficiently, with		
sc	caffolding as	scaffolding as		
ne	eeded at	needed at the		
th	he high end	high end of the		
of	of the range.	range.		

## **Grade 3 English Language Arts Curriculum Map**

Time Line/		Content	Literature	Informational	Foundational Skills	Writing	Speaking/	Language
Teacher			RL	RI	RF	W	Listening	L
Notes on							SL	
Progress								
September	•	Students will explore	RL.3.1 Ask	RI.3.1 Ask and	RF.3.3a Identify and	W.3.3 Write	SL.3.1.a Come	L.3.1. a.Explain
_		what constitutes a	and answer	answer	know the meaning of	narratives to	to discussions	the function of
October		good friendship and	questions to	questions to	the most common	develop real	prepared,	nouns,
October		how the joys and	demonstrate	demonstrate	prefixes and derivational	or imagined	having read or	pronouns,
		pitfalls can impact	understandin	understanding of	suffixes.	experiences or	studied	verbs,
		events.	g of a text,	a text, referring		events using	required	adjectives, and
	•	Students will read	referring	explicitly to the	RF.3.3b Decode words	effective	material;	adverbs in
		several pieces of	explicitly to	text as the basis	with common Latin	technique,	explicitly draw	general and
		realistic fiction and	the text as	for the answers.	suffixes.	descriptive	on that	their functions
		informational text	the basis for			details, and	preparation	in particular
		about the unit theme,	the answers.	RI.3.2 Determine	RF.3.4 Read with	clear event	and other	sentences.
		participate in		the main idea of	sufficient accuracy and	sequences.	information	
		collaborative	RL.3.2	a text; recount	fluency to support	W.3.4 With	known about	L.3.1. b. Form
		discussions, and	Recount	the key details	comprehension.	guidance and	the topic to	and use
		integrate their ideas in	stories,	and explain how		support from	explore ideas	regular and
		writing.	including	they support the		adults,	under	irregular plural
	•	Students will be able to	fables,	main idea.		produce	discussion.	nouns.

ta	f-11.4-1		tation on t		<u> </u>
write a personal	folktales, and		writing in		
narrative to develop a	myths from	RI.3.3 Describe	which the	SL.3.1.b Follow	L.3.1.g.Form
real experience that	diverse	the relationship	development	agreed-upon	and use
links to the theme.	cultures;	between a series	and	rules for	comparative
	determine	of historical	organization	discussions	and
	the central	events, scientific	are	(e.g., gaining	superlative
	message,	ideas or	appropriate to	the floor in	adjectives and
	lesson, or	concepts, or	task and	respectful	adverbs, and
	moral and	steps in technical	purpose.	ways, listening	choose
	explain how	procedures in a	(Grade-specific	to others with	between them
	it is conveyed	text, using	expectations	care, speaking	depending on
	through key	language that	for writing	one at a time	what is to be
	details in the	pertains to time,	types are	about the	modified.
	text.	sequence, and	defined in	topics and texts	
	RL.3.3	cause/effect.	standards 1–3	under	L.3.2.e Use
	Describe		above.)	discussion).	conventional
	characters in				spelling for
	a story (e.g.,		W.3.5 With	SL.3.2	high-frequency
	their traits,		guidance and	Determine the	and other
	motivations,		support from	main ideas and	studied words
	or feelings)		peers and	supporting	and for adding
	and explain		adults,	details of a text	suffixes to
	how their		develop and	read aloud or	base words
	actions		strengthen	information	(e.g., sitting,
	contribute to		writing as	presented in	smiled, cries,
	the sequence		needed by	diverse media	happiness).
	of events.		planning,	and formats,	, ,
			revising, and	including	L.3.4.a Use
			editing.	visually,	sentence-level
			(Editing for	quantitatively,	context as a
			conventions	and orally.	clue to the
			should	SL.3.6 Speak in	meaning of a
			demonstrate	complete	word or
			command of	sentences	phrase.
			Language	when	1
			standards 1–3	appropriate to	L.3.5.b Identify
			up to and	task and	real-life
			including	situation in	connections
			meluumg	3ituation in	COMMECTIONS

			DI 2.4	DI 2 4 Data wasin		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 friendly or helpful).
November	•	Students will learn about the history and	RL.3.4 Determine	RI.3.4 Determine the meaning of	RF.3.3.d Read grade- appropriate irregularly	W.3.3 Write narratives to	SL.3.1.c Ask questions to	L.3.1.c Use abstract nouns
December	•	value of storytelling across time and cultures. Students will read and discuss several pieces of literature to build	the meaning of words and phrases as they are used in a text, distinguishing	general academic and domain-specific words and phrases in a text relevant to a	spelled words  RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	develop real or imagined experiences or events using effective technique,	check understanding of information presented, stay on topic, and link their	(e.g., childhood).  L.3.1.h.Use coordinating and
	•	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	literal from non-literal language. RL.3.5 Refer to parts of stories, dramas, and poems when	grade 3 topic or subject area.  RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to		descriptive details, and clear event sequences.  W.3.4 With guidance and support from adults,	comments to the remarks of others.  SL.3.4 Report on a topic or text, tell a story, or recount an	subordinating conjunctions.  L.3.1.i.Produce simple compound, and complex sentences. L.3.2.d Form
		compare and contrast the treatment of story elements through multiple texts.	writing or speaking about a text, using terms	locate information relevant to a given topic		produce writing in which the development	experience with appropriate facts and relevant,	and use possessives.  L.3.2.g.Consult

informational text chapter, about the significance of storytelling in stanza; chapter, their own point chapter, and chapte	ference aterials, cluding eginning ctionaries, as eeded to
about the significance scene, and of storytelling in stanza; RI.3.6 Distinguish their own point appropriate to at an beg	cluding eginning ctionaries, as
of storytelling in stanza; their own point appropriate to at an beg	eginning ctionaries, as
	ctionaries, as
	eded to
	eck and
	rrect
	ellings.
understanding of the sections. and contrast the types are recordings of	
1 1 1	3.3.b
	ecognize and
	serve
	fferences
	etween the
	nventions of
the narrator support from pace; add visual spot	oken and
or those of peers and displays when writ	ritten
the adults, appropriate to Eng	ıglish.
characters. develop and emphasize or	
strengthen enhance certain L.3.4	3.4.b
RL.3.9 writing as facts or details. Details	etermine the
Compare and needed by mea	eaning of the
contrast the planning, new	ew word
themes, revising, and form	rmed when a
settings, and editing. kno	own affix is
plots of (Editing for add	lded to a
stories conventions kno	own word
written by should (e.g	.g.,
	reeable/disa
	eeable,
	mfortable/u
	omfortable,
	re/careless,
	at/preheat).
from a grade 3 on	,,,
series).	
	3.1. d. Form

_		the ways imagination	Determine	information	syllable words.	opinion pieces	their own ideas	and use
I		can promote flexible	the meaning	gained from	3,	on topics or	and	regular and
February		thinking and encourage	of words and	illustrations	RF.3.4 Read with	texts,	understanding	irregular verbs.
		adaptive responses to	phrases as	(e.g., maps,	sufficient accuracy and	supporting a	in light of the	
		life's challenges.	they are used	photographs)	fluency to support	point of view	discussion.	L.3.1.e. Form
	•	Students will read	in a text,	and the words in	comprehension.	with reasons.		and use the
		several pieces of text in	distinguishing	a text to	'		SL.3.2	simple (e.g., I
		order to draw	literal from	demonstrate		W.3.4 With	Determine the	walked; I walk;
		comparisons and	non-literal	understanding of		guidance and	main ideas and	I will walk)
		reflect on the effects of	language.	the text (e.g.,		support from	supporting	verb tenses.
		imagination as a tool		where, when,		adults,	details of a text	
		for thinking.	RL.3.6	why, and how		produce	read aloud or	L.3.1.f.Ensure
	•	Students will be able to	Distinguish	key events		writing in	information	subject-verb
		write an opinion piece	their own	occur).		which the	presented in	and pronoun-
		using their	point of view	RI.3.8 Describe		development	diverse media	antecedent
		understanding of	from that of	the logical		and	and formats,	agreement.*
		theme to support a	the narrator	connection		organization	including	
		point of view with	or those of	between		are	visually,	L.3.2.a
		reasons.	the	particular		appropriate to	quantitatively,	Capitalize
			characters.	sentences and		task and	and orally.	appropriate
				paragraphs in a		purpose.		words in titles.
			RL.3.7 Explain	text (e.g.,		(Grade-specific	SL.3.3 Ask and	Use spelling
			how specific	comparison,		expectations	answer	patterns and
			aspects of a	cause/effect,		for writing	questions about	generalizations
			text's	first/second/thir		types are	information	(e.g., word
			illustrations	d in a sequence).		defined in	from a speaker,	families,
			contribute to			standards 1–3	offering	position-based
			what is			above.)	appropriate	spellings,
			conveyed by				elaboration and	syllable
			the words in				detail.	patterns,
			a story (e.g.,					ending rules,
			create mood,					meaningful
			emphasize					word parts) in
			aspects of a character or					writing words.
								L.3.4.d Use
			setting).					
								glossaries or
								beginning

							dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
							L.3.5.a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
March -	Students will build knowledge about the	RL.3.3 Describe	RI.3.3 Describe the relationship	RF.3.3 Know and apply grade-level phonics and	W.3.1 Write opinion pieces	SL.3.1.a Come to discussions	L.3.2. b. Use commas in
April	impact of rural living on urban development, shared experiences,	characters in a story (e.g., their traits,	between a series of historical events, scientific	word analysis skills in decoding words.	on topics or texts, supporting a	prepared, having read or studied	addresses. L.3.2.c. Use
	and land resources.	motivations,	ideas or	RF.3.4 Read with	point of view	required	commas and
	<ul> <li>Students will analyze several texts to</li> </ul>	or feelings) and explain	concepts, or steps in technical	sufficient accuracy and fluency to support	with reasons.	material; explicitly draw	quotation marks in
	understand the	how their	procedures in a	comprehension.	W.3.5 With	on that	dialogue.
	relationship between a	actions	text, using	, , , , , , , , , , , , , , , , , , ,	guidance and	preparation	<b></b> .
	series of events in	contribute to	language that		support from	and other	L.3.3.a Choose
	order to distinguish	the sequence	pertains to time,		peers and	information	words and
	their point of view from that of the author.	of events.	sequence, and cause/effect.		adults, develop and	known about the topic to	phrases for effect.*
	Students will be	RL.3.5 Refer	RI.3.4 Determine		strengthen	explore ideas	L.3.4.c Use a
	composing an opinion	to parts of	the meaning of		writing as	under	known root
	piece using content	stories,	general		needed by	discussion.	word as a clue
	facts and details to	dramas, and	academic and		planning,		to the meaning
	support a point of view.	poems when	domain-specific		revising, and	SL.3.3 Ask and	of an unknown

		writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.6 Distinguish their own point of view from that of the narrator or those of the	words and phrases in a text relevant to a grade 3 topic or subject area.		editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)	answer questions about information from a speaker, offering appropriate elaboration and detail.	word with the same root (e.g., company, companion).
May	<ul> <li>Students will be learning about the various ways plants, animals, and people have adapted to sharing habitats.</li> <li>During the unit, students will read literature that develops an understanding about the character's response to events.</li> <li>Students will explore the structure of informational text to</li> </ul>	characters.  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	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.	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	W.3.2 Write informative/e planatory texts to examine a topic and convey ideas and information clearly. W.3.4 With guidance and support from adults, produce writing in	SL.3.1.d Explain their own ideas and understanding in light of the discussion.  SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.3.2 Demonstrate command of

	l c	T 51 5 5 11 1 1 1		T	l
build knowledge on the	fiction (e.g.,	RI.3.5 Use text	which the	relevant,	the
features of text and to	characters,	features and	development	descriptive	conventions of
locate information.	setting, plot,	search tools	and	details,	standard
<ul> <li>After compiling and</li> </ul>	problem,	(e.g., key words,	organization	speaking clearly	English
synthesizing	solution) and	sidebars,	are	at an	capitalization,
information, students	elements of	hyperlinks) to	appropriate to	understandable	punctuation,
will write an	poetry (e.g.,	locate	task and	pace.	and spelling
informative/explanator	rhyme,	information	purpose.		when writing.
y piece about a content	rhythm,	relevant to a	(Grade-specific		
specific topic using	figurative	given topic	expectations		L.3.3 Use
effective organization	language,	efficiently.	for writing		knowledge of
and relevant facts.	alliteration,		types are		language and
	onomatopoeia)	RI.3.6 Distinguish	defined in		its conventions
		their own point	standards 1–3		when writing,
		of view from	above.)		speaking,
		that of the			reading, or
		author of a text.	W.3.7 Conduct		listening.
			short research		
		RI.3.7 Use	projects that		L.3.4
		information	build		Determine or
		gained from	knowledge		clarify the
		illustrations	about a topic.		meaning of
		(e.g., maps,			unknown and
		photographs)			multiple-
		and the words in			meaning word
		a text to			and phrases
		demonstrate			based on
		understanding of			grade 3
		the text (e.g.,			reading and
		where, when,			content,
		why, and how			choosing
		key events			flexibly from a
		occur).			range of
					strategies.
					L.3.5.c
					Distinguish
					shades of

							meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
June	<ul> <li>Students will read fantasies, adventure poetry, mythology, and informational text about ancient Greece and ancient Rome.</li> <li>Students learn to summarize and illustrate chapters, seeing how they are building blocks to the ending.</li> <li>They record themselves reading fluently an assigned chapter.</li> <li>They combine the recording with their illustrated chapter summaries to create a multimedia presentation.</li> <li>Students will hear a</li> </ul>	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.  RL.3.6 Distinguish their own point of view	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.	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.  RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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.  MA.3.A. Write poems, descriptions, and stories in which figurative language and the sounds of	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.	

variety of myths, both	from that of	l w	vords (e.g.,	
Greek and Roman, and	the narrator		Illiteration,	
read a book based on	or those of		nomatopoeia	
Homer's the Odyssey.	the		rhyme) are	
Students will research	characters.		ey elements.	
	characters.	Ke	ey ciements.	
an Olympic sport and	RL.3.10 By			
compare it to an				
Olympic sport in the	the end of			
days of ancient Greece.	the year,			
	read and			
	comprehend			
	literature,			
	including			
	stories,			
	dramas, and			
	poetry, at the			
	high end of			
	the grades 2-			
	3 text			
	complexity			
	band			
	independentl			
	y and			
	proficiently.			

### **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 -	•	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

0.1.1		connection to human	text when	text when	decoding words.	or imagined	collaborative	the
October					_	_		
		goals, actions, and	explaining	explaining what	RF.4.4 Read with	experiences or	discussions	conventions of
		motivations.	what the text	the text says	sufficient accuracy and	events using	(one-on-one, in	standard
	•	Students will read	says explicitly	explicitly and	fluency to support	effective	groups, and	English .
		several pieces of	and when	when drawing	comprehension.	technique,	teacher-led)	grammar and
		literature and	drawing	inferences from		descriptive	with diverse	usage when
		informational text	inferences	the text.		details, and	partners on	writing or
		about the unit theme,	from the text.			clear event	grade 4 topics	speaking.
		engage in collaborative		RI.4.2 Determine		sequences.	and texts,	
		discussions, and	RL.4.2	the main idea of			building on	L.4.2
		synthesize their ideas	Determine a	a text and		W.4.4 Produce	others' ideas	Demonstrate
		in writing.	theme of a	explain how it is		clear and	and expressing	command of
	•	They will examine key	story, drama,	supported by		coherent	their own	the
		ideas and details in	or poem from	key details;		writing in	clearly.	conventions of
		order to determine	details in the	summarize the		which the	SL.4.2	standard
		main ideas and themes.	text;	text.		development	Paraphrase	English
	•	Students will explore	summarize			and	portions of a	capitalization,
		the risks and	the text.	RI.4.3 Explain		organization	text read aloud	punctuation,
		consequences in their		events,		are	or information	and spelling
		own lives and craft a	RL.4.3	procedures,		appropriate to	presented in	when writing.
		personal narrative	Determine a	ideas, or		task, purpose,	diverse media	
		linked to the unit	theme of a	concepts in a		and audience.	and formats,	L.4.3.a Choose
		theme.	story, drama,	historical,		(Grade-specific	including	words and
			or poem from	scientific, or		expectations	visually,	phrases to
			details in the	technical text,		for writing	quantitatively,	convey ideas
			text;	including what		types are	and orally.	precisely.
			summarize	happened and		defined in		
			the text.	why, based on		standards 1-3	SL.4.6	L.4.3.b Choose
				specific		above.)	Differentiate	punctuation
				information in			between	for effect.
				the text.		W.4.5 With	contexts that	
						guidance and	call for formal	L.4.4
						support from	English (e.g.,	Determine or
						peers and	presenting	clarify the
						adults,	ideas) and	meaning of
						develop and	situations	unknown and
						strengthen	where informal	multiple-
						writing as	discourse is	meaning

		needed by	appropriate 	words and
		planning,	(e.g., small-	phrases based
		revising, and	group	on <i>grade 4</i>
		editing.	discussion); use	reading and
		(Editing for	formal English	content,
		conventions	when	choosing
		should	appropriate to	flexibly from a
		demonstrate	task and	range of
		command of	situation. (See	strategies.
		Language	grade 4	
		standards 1–3	Language	
		up to and	standards 1 and	
		including	3 on page 39	
		grade 4 on	for specific	
		page 39)	expectations.)	
		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.		
		W.4.9 Draw		
		evidence from		
		literary or		
		informational		
		texts to		
		support		

						analysis, reflection, and research.		
November -	<ul> <li>Students geograph</li> </ul>	explore ny as it relates	RL.4.1 Refer to details and	RI.4.3 Explain events,	RF.4.4 Read with sufficient accuracy and	W.4.7 Conduct short research	SL.4.1 Engage effectively in a	L.4.5 Demonstrate
December	to season weather		examples in a text when	procedures, ideas, or	fluency to support comprehension.	projects that build	range of collaborative	understanding of figurative
	<ul> <li>Students         these set         represent         affect ev         literature</li> <li>Students         contrasti         poems a         and discontected         interpret         poems.</li> <li>Students         geograph</li> </ul>	tings are ited in and ents in e. s read ing styles of bout weather uss how poetic es affect the	explaining what the text says explicitly and when drawing inferences from the text. RL.4.3 Determine a theme of a story, drama, or poem from details in the text; summarize	concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RF.4.4.a Read grade- level text with purpose and understanding.  RF.4.4.b.Read grade- level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	knowledge through investigation of different aspects of a topic.	discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  SL.4.1.c Pose	language, word relationships, and nuances in word meanings.  L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	informat • Class dis focus on forth rela between gleaned	ional texts. ccussions will the back-and- ationship information from the ional texts and hts they from	the text.				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. SL.4.1.d Review the key ideas expressed and	Context.

January - February	<ul> <li>Students compare how horses, dogs, and mice are portrayed in fiction and nonfiction.</li> <li>Students study how animals and their traits are personified in literature and film.</li> <li>Students choose an animal to research and compare the research with ho animals are portrayed in literature. Students work on writing a poem or limerick about an unusual animal.</li> <li>Students also begin writing their own narratives that incorporate the techniques and</li> </ul>	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)	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	explain their own ideas and understanding in light of the discussion.  SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.  L.4.5.c Demonstrate
	unusual animal.  • Students also begin writing their own narratives that incorporate the	characters, settings, descriptions, dialogue, stage					idioms, adages, and proverbs.

		poems, folktales, and				(synonyms).
		plays, and explain how these literary				
		devices enrich the text.				
March - April	<ul> <li>Students read historical fiction and poetry from America's past, including works from the time of the American Revolution.</li> <li>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.</li> <li>Students will read</li> </ul>	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solutio n) of events, ideas, concepts, or information in a text or part of a text.  RI.4.6 Compare and contrast a firsthand and secondhand	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	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.		account of the same event or topic; describe the differences in focus and the information provided.			

May	Students will learn     about the forms and	RI.4.2 Determine the main idea of	RF.4.3 Know and apply grade-level phonics and	W.4.2 Write informative/ex	SL.4.1 Engage effectively in a	L.4.1.a Use relative
				-	•	
	functions of	a text and	word analysis skills in	planatory texts	range of	pronouns
	communication	explain how it is	decoding words.	to examine a	collaborative	(who, whose,
	through time.	supported by		topic and	discussions	whom, which,
	<ul> <li>Students will begin the</li> </ul>	key details;	RF.4.4 Read with	convey ideas	(one-on-one, in	that) and
	unit exploring the	summarize the	sufficient accuracy and	and	groups, and	relative
	different types of	text.	fluency to support	information	teacher-led)	adverbs
	communication and the		comprehension.	clearly.	with diverse	(where, when,
	need for	RI.4.5 Describe			partners on	why).
	communication.	the overall		W.4.7 Conduct	grade 4 topics	
	Students will then	structure (e.g.,		short research	and texts,	L.4.1.f.Produce
	study technological	chronology,		projects that	building on	complete
	advances that have	comparison,		build	others' ideas	sentences,
	changed the way	cause/effect,		knowledge	and expressing	recognizing
	people communicate.	problem/solutio		through	their own	and correcting
	After each topic	n) of events,		investigation	clearly.	inappropriate
	studied, students will	ideas, concepts,		of different		fragments and
	integrate information	or information in		aspects of a	SL.4.4 Report	run-ons.
	from multiple sources	a text or part of		topic.	on a topic or	
	to write	a text.			text, tell a	L.4.1.g.
	informative/explanator			W.4.8 Recall	story, or	Correctly use
	y texts that convey	RI.4.9 Integrate		relevant	recount an	frequently
	complex ideas and	information		information	experience in	confused
	information clearly.	from two texts		from	an organized	words (e.g., to,
	information clearly.	on the same		experiences or	manner, using	too, two;
		topic in order to		gather	appropriate	there, their).
		write or speak		relevant	facts and	
		about the		information	relevant,	L.4.2
		subject		from print and	descriptive	Demonstrate
		knowledgeably.		digital sources;	details to	command of
		Knowledgedbry.		take notes and	support main	the
				categorize	ideas or	conventions of
				information,	themes; speak	standard
				and provide a	clearly at an	English
				list of sources.	understandable	capitalization,
				list of sources.		
					pace.	punctuation,
						and spelling

		when writing
		when writing.
		L.4.3.a Choose
		words and
		phrases to
		convey ideas
		precisely.
		precisely.
		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).
		discussion,.
		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.
		L.4.4.b.Use
		common,

						grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
						Demonstrate understanding of words by
						relating them to their opposites (antonyms) and to words
						with similar but not identical
						meanings (synonyms).
June	<ul><li>Students generate a definition of a hero.</li><li>Students choose a story</li></ul>	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

from this unit to study	of words and	evidence to	texts,	text read aloud	grade-
using all the strategies	phrases as	support	supporting a	or information	appropriate
and skills learned up to	they are used	particular points	point of view	presented in	general
this point.	in a text,	in a text.	with reasons	diverse media	academic and
Students read about	including	iii a texti	and	and formats,	domain-
overly brave and	those that		information.	including	specific words
courageous literary	allude to		mormation	visually,	and phrases,
characters or real	significant		MA.3.A. Write	quantitatively,	including
people who made an	characters		stories,	and orally.	those that
impact on the world,	found in		poems, and	and orany.	signal precise
students continue to	mythology		scripts that		actions,
revise the definition of	(e.g.,		use similes		emotions, or
hero to accommodate	Herculean).		and/or		states of being
what these varied	Herculeum.		metaphors.		(e.g., quizzed,
			metaphors.		whined,
people have in					· ·
common.					stammered)
After reading about					and that are
famous heroes,					basic to a
attention is turned to					particular
the unsung hero, and					topic (e.g.,
class discussions reveal					wildlife,
the importance of					conservation,
those people who often					and
remain unnoticed and					endangered
behind the scenes.					when
Students design their					discussing
own multimedia					animal
presentation of an					preservation).
unsung hero based o n					
what they learned in					
this unit about					
heroism.					

## **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> <li>This unit encourages students to experiment with language and to explore their personal writing styles.</li> <li>Reading both spoonerisms and classic poetry provides students a chance to explore and appreciate language.</li> <li>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.</li> <li>Students explore word origins, compare literal and figurative language, and present a poem they have written.</li> <li>Students write an opinion essay in response to the</li> </ul>	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 grade 5 topic or subject area.	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 lettersound 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 grade 5 topics and texts, 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	
		essential question.					explore ideas	
							under	
							discussion.	
November	•	Students will learn	RL.5.4	RI.5.4 Determine	RF.5.3 Know and apply	W.5.3 Write	SL.5.1 Engage	L.5.1.b Form
November		about cooperation and	Determine	the meaning of	grade-level phonics and	narratives to	effectively in a	and use the
-		competition, how they	the meaning	general	word analysis skills in	develop real	range of	perfect (e.g., I
December		are part of our daily	of words and	academic and	decoding words.	or imagined	collaborative	had walked; I
		lives, and how they	phrases as	domain-specific		experiences or	discussions	have walked; I
		help us reach our goals.	they are used	words and	RF.5.4 Read with	events using	(one-on-one, in	will have
		Students will read and	in a text,	phrases in a text	sufficient accuracy and	effective	groups, and	walked) verb
		discuss several pieces	including	relevant to a	fluency to support	technique,	teacher-led)	tenses
		of realistic fiction and	figurative	grade 5 topic or	comprehension	descriptive	with diverse	terises
		explore how authors	language	subject area.	Comprehension	details, and	partners on	L.5.3.b
		use narrative	such as			clear event	grade 5 topics	Compare and
		techniques to develop	metaphors	RI.5.5 Compare		sequences.	and texts,	contrast the
		experiences with	and similes.	and contrast the		W.5.4 Produce	building on	varieties of
		descriptive details and	aa a	overall structure		clear and	others' ideas	English (e.g.,
		clear event sequences.	RL.5.5 Explain	(e.g.,		coherent	and expressing	dialects,
		Students will also read	how a series	chronology,		writing in	their own	registers) used
		informational texts	of chapters,	comparison,		which the	clearly.	in stories,
		about real people that	scenes, or	cause/effect,		development	,	dramas, or
		exhibited	stanzas fits	problem/solutio		and		poems.
		characteristics of	together to	n) of events,		organization		'
		cooperation and	provide the	ideas, concepts,		are		
		completion.	overall	or information in		appropriate to		
		Students will craft a	structure of a	two or more		task, purpose,		
		realistic fiction story	particular	texts.		and audience.		
		related to the unit	story, drama,			(Grade-specific		
		theme.	or poem.	RI.5.6 Analyze		expectations		
				multiple		for writing		
			RL.5.6	accounts of the		types		
			Describe how	same event or		are defined in		
			a narrator's	topic, noting		standards 1–3		
			or speaker's	important		above.)		
			point of view	similarities and				
			influences	differences in		W.5.5 With		
			how events	the point of view		guidance and		

		are	they represent.		support from		
		described.	, ., .,		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	Student focuses on	RL.5.1 Quote	RI.5.1 Quote	RF.5.4 Read with	W.5.1 Write	SL.5.3	L.5.1
_	aspects of native	accurately	accurately from	sufficient accuracy and	opinion pieces	Summarize the	Demonstrate
F. b	American	from a text	a text when	fluency to support	on topics or	points a	command of
February	nations/cultures as	when	explaining what	comprehension	texts,	speaker makes	the
	revealed through	explaining	the text says		supporting a	and explain	conventions of
	pairing of literature and	what the text	explicitly and	RF.5.4.a Read grade-	point of view	how each claim	standard
	informational text.	says explicitly	when drawing	level text with purpose	with reasons	is supported by	English
	Students collectively	and when	inferences from	and understanding.	and	reasons and	grammar and
	defining and discussing	drawing	the text.		information.	evidence.	usage when
	the word <i>culture.</i>	inferences					writing or
	Students compare	from the text.	RI.5.7 Draw on				speaking.
	nineteenth-century		information				
	America from various		from multiple				L.5.1.c Use
	points of view through		print or digital				verb tense to

una dina		
readings.	sources,	convey various
In order to clean the	demonstrating	times,
similarities and	the ability to	sequences,
differences across	locate an answer	states, and
nations, students read	to a question	conditions.
trickster stories and	quickly or to	
informational text	solve a problem	L.5.1.d
Students listen to music	efficiently.	Recognize and
and examine art from a		correct
variety of Native		inappropriate
American cultures		shifts in verb
Class discussions		tense.
reinforce awareness of		
how someone's		L.5.4
perspective can affect		Determine or
their view of events		clarify the
and people.		meaning of
Students write an		unknown and
informative/explanator		multiple-
y essay in response to		meaning
the essential question.		words and
the essential question.		phrases based
		on grade 5
		reading and
		content,
		choosing
		flexibly from a
		-
		range of
		strategies.
		L E A a Camanda
		L.5.4.c Consult
		reference
		materials (e.g.,
		dictionaries,
		glossaries,
		thesauruses),
		both print and
		digital, to find

March - April	<ul> <li>Students focus on the causes and consequences of the American Civil War, as revealed through literature and informational text.</li> <li>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.</li> <li>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.</li> <li>Students compose a narrative that is set within a historical context, includes a</li> </ul>	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	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.  RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solutio n) of events, ideas, concepts, or information in two or more texts.	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.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  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.	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.	the pronunciation and determine or clarify the precise meaning of key words and phrases.  L.5.4  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph
	fictional character with a conflict to grow from, and incorporates						photograph, photosynthesis).

	1		I	T		T	I	1
			interact).			projects that		
						use several		
						sources to		
						build		
						knowledge		
						through		
						investigation		
						of different		
						aspects of a		
						topic.		
June	•	Students focus on the	RL.5.3	RI.5.6 Analyze	RF.5.4 Read with	W.5.6 With	SL.5.5 Include	L.5.3 Use
		genre of the novel, and	Compare and	multiple	sufficient accuracy and	some guidance	multimedia	knowledge of
		uses "coming of age" as	contrast two	accounts of the	fluency to support	and support	components	language and
		the unifying theme.	or more	same event or	comprehension.	from adults,	(e.g., graphics,	its
	•	Students choose one of	characters,	topic, noting		use	sound) and	conventions
		many exemplar novels	settings, or	important		technology,	visual displays	when writing,
		to study, using all the	events in a	similarities and		including the	in	speaking,
		strategies and skills	story or	differences in		Internet, to	presentations	reading, or
		learned throughout the	drama,	the point of view		produce and	when	listening.
		year.	drawing on	they represent.		publish writing	appropriate to	
	•	Students compare and	specific	, .		as well as to	enhance the	L.5.3.a
		contrast characters'	details in the			interact and	development of	Expand,
		experiences in novels	text (e.g.,			collaborate	main ideas or	combine, and
		to develop their own	how			with others;	themes.	reduce
		definition for "coming-	characters			demonstrate		sentences for
		of-age novels."	interact).			sufficient		meaning,
		Students research the	MA.8.A.Locat			command of		reader/listener
		historical context	e and analyze			keyboarding		interest, and
		behind a novel.	examples of			skills to type a		style.
		Striving to answer the	foreshadowin			minimum of		
		essential question,	g in stories,			two pages in		L.5.3.b
		students create	poems,			a single		Compare and
		multimedia	folktales, and			sitting.		contrast the
		presentations about	plays.					varieties of
		•	p.3,5.					English (e.g.,
		coming of age.						dialects,
								registers) used
								in stories,
L	1					I.	1	5001103,

				dramas, or
				poems.

## Grade 6 English Language Arts Curriculum Map

Time Line/ Teacher Notes	Content	Literature RL	Informational RI	Writing W	Speaking/ Listening	Language L
on Progress					SL	
September - October	<ul> <li>Elements of fictional text (literature).</li> <li>Difference of visual portrayal and one's perception.</li> <li>Write narratives based on experiences (real or imagined); (6 Traits – Ideas, Word Choice, )</li> <li>Strategies to use to prepare for discussions.</li> <li>Appropriate rules and behaviors for discussions.</li> <li>The role of evidence to support ideas.</li> <li>Use of reference materials (dictionary, glossary,</li> </ul>	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.  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.		3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  3 c. Use a variety of transition words, phrases, and clauses to convey sequence	1. Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade</i> 6 reading and content, choosing flexibly from a range of strategies  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  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.  5. Demonstrate understanding of figurative

thesaurus)		and signal	1c. Pose and	language, word relationships,
		shifts from	respond to specific	and nuances in word
		one time	questions with	meanings.
		frame or	elaboration and	b. Use the relationship
		setting to	detail by making	between particular words
		another.	comments that	(e.g., cause/effect,
			contribute to the	part/whole, item/category) to
		5. With some	topic, text, or issue	better understand each of the
		guidance and	under discussion.	words
		support from		
		peers and		
		adults,		
		develop and		
		strengthen		
		writing as		
		needed by		
		planning,		
		revising,		
		editing,		
		rewriting, or		
		trying a new		
		approach.		
		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		

	sil	lls to type a	
		ninimum of	
	th	nree pages	
	in	n a single	
		tting.	
	9.	. Draw	
		vidence	
		om literary	
	or		
		nformational	
		exts to	
		upport	
		nalysis,	
		eflection,	
	ar	nd research.	
	9a	a. Apply	
		rade 6	
	Re	eading	
		tandards to	
		terature	
	(e	e.g.,	
	l "c	Compare	
	ar	nd contrast	
	te	exts in	
	di	ifferent	
	fo	orms or	
	ge	enres [e.g.,	
		tories and	
		oems;	
		istorical	
		ovels and	
		antasy	
		tories] in	
		erms of their	
		pproaches	
	l at	ppi odelies	

		to similar themes and topics").		
November  Rules for citing textual eviden (literature). Skills required objectively summarize at Distinctions between subjective and objective evid. The figurative, connotative, atechnical mean of words and phrases. Write narrative based on experiences (rorimagined); Traits – Ideas, Word Choice) Greek and Latingfixed and row Word relationships. Subtle connotations between the meanings of words.	support analysis of what the text says explicitly as well as inferences drawn from text.  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.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.  3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  3d. Use precise words and phrases,	1. Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.	4b. Use common, gradeappropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  5a. Interpret figures of speech (e.g., personification) in context. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)

			1	
		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.		
		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.		
	l .	1	1	

November	Rules for citing	1. Cite textual	1. Write	1. Engage	3. Use knowledge of language
_	textural evidence	evidence to support	arguments to	effectively in a	and its conventions when
December	(Informational	analysis of what the	support	range of	writing, speaking, reading, or
December	text).	text says explicitly	claims with	collaborative	listening.
	<ul> <li>Distinctions</li> </ul>	as well as inferences	clear reasons	discussions (one-on-	
	between	drawn from	and relevant	one, in groups, and	3a. Vary sentence patterns for
	subjective and	text.	evidence.	teacher-led) with	meaning, reader/listener
	objective evidence.			diverse partners on	interest, and style.*
	Purposes of text	3. Analyze in detail	1a. Introduce	grade 6 topics,	
	structures.	how a key	claim(s),	texts, and issues,	3b. Maintain consistency in
	Write arguments	individual, event, or	acknowledge	building on others'	style and tone.
	to support claims	idea is introduced,	alternate or	ideas and	
	with clear reasons	illustrated, and	opposing	expressing their	6. Acquire and use accurately
	and relevant	elaborated in a text	claims, and	own clearly.	grade-appropriate general
	evidence. (6 Traits	(e.g., through	organize the		academic and domain-specific
	–Organization,	examples or	reasons and	1a. Come to	words and phrases; gather
	Sentences).	anecdotes).	evidence	discussions	vocabulary knowledge when
	<ul> <li>Strategies to use to</li> </ul>		logically.	prepared, having	considering a word or phrase
	prepare for	5. Analyze how a		read or studied	important to comprehension
	discussions.	particular sentence,	1b. Support	required material;	or expression.
	Appropriate rules	paragraph, chapter,	claim(s) with	explicitly draw on	
	and behaviors for	or section fits into	logical	that preparation by	
	discussions.	the overall structure	reasoning	referring to	
	The role of	of a text and	and relevant	evidence on the	
	evidence to	contributes to the	evidence,	topic, text, or issue	
	support ideas.	development of the	using	to probe and reflect	
	Types of	ideas.	accurate,	on ideas under	
	sentences.		credible	discussion.	
	Appropriate style		sources and		
	and tone for		demonstratin	1b. Follow rules for	
	specific		g an	collegial discussions,	
	audiences/tasks.		understandin	set specific goals	
			g of the topic	and deadlines, and	
			or text.	define individual	
				roles as needed.	
			1e. Provide a		

concluding	1c. Pose and
statement or	respond to specific
section that	questions with
follows from	elaboration and
and supports	detail by making
the argument	comments that
presented	contribute to the
	topic, text, or issue
4. Produce	under discussion.
clear and	
coherent	1d. Review the key
writing in	ideas expressed and
which the	demonstrate
development,	understanding of
organization,	multiple
and style are	perspectives
appropriate	through reflection
to task,	and paraphrasing.
purpose, and	
audience.	4. Present claims
	and findings,
5. With some	sequencing ideas
guidance and	logically and using
support from	pertinent
peers and	descriptions, facts,
adults,	and details to
develop and	accentuate main
strengthen	ideas or themes;
writing as	use appropriate eye
needed by	contact, adequate
planning,	volume, and clear
revising,	pronunciation.
editing,	
rewriting, or	6. Adapt speech to a
trying a new	variety of contexts
approach,	and tasks,
focusing on	demonstrating
I TOCUSITIE OFF	I demonstrating

1			Constinuing out	
		purpose and	English when	
		audience	indicated	
		have been	or appropriate.	
		addressed.		
		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.		
		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		
		TOT A TALISE OF		

	Keyboarding skills	judgments.			(e.g., personification) in
	to type writing				context.
	(min. 3 pages).	MA.8.A. Identify the			5c. Distinguish among the
		conventions of legends and			connotations (associations) of
		epics (e.g., the hero, quest,			words with similar
		journey, seemingly			denotations (definitions) (e.g.,
		impossible tasks) in historical			stingy, scrimping, economical,
		and modern literary works.			unwasteful, thrifty).
January	<ul> <li>Uses for points of</li> </ul>	6. Explain how an author	2. Write	6. Adapt speech to a	2. Demonstrate command of
	view of the	develops the point of view of	informative/e	variety of contexts	the conventions of standard
Fabruari.	narrator or speaker	the narrator or speaker in a	xplanatory	and tasks,	English capitalization,
February	in a text.	text.	texts to	demonstrating	punctuation, and spelling
	• Write		examine a	command of formal	when writing.
	informative/explan		topic and	English when	a. Use punctuation (commas,
	atory texts. (6		convey ideas,	indicated or	parentheses, dashes) to set
	Traits – Voice,		concepts, and	appropriate.	off
	Conventions)		information		nonrestrictive/parenthetical
	Presentation skills		through the		elements.*
	pertaining to		selection,		b. Spell correctly.
	audience and task.		organization,		
	Knowledge of		and analysis		<b>3.</b> Use knowledge of language
	language and its		of relevant		and its conventions when
	conventions.		content.		writing, speaking, reading, or
			a. Introduce a		listening.
			topic;		a. Vary sentence patterns for
			organize		meaning, reader/listener
			ideas,		interest, and style.*
			concepts, and		b. Maintain consistency in
			information,		style and tone.*
			using		
			strategies		
			such as		
			definition,		
			classification,		
			comparison/c		
			ontrast, and		
			cause/effect;		
			include		

formatting
(e.g.,
headings),
graphics (e.g.,
charts,
tables), and
multimedia
when useful
to aiding
comprehensi
on.
b. Develop
the topic with
relevant
facts,
definitions,
concrete
details,
quotations,
or other
information
and
examples.
c. Use
appropriate
transitions to
clarify the
relationships
among ideas
and concepts.
d. Use
precise
language and
domain-
specific
vocabulary to
inform about
or explain the

February - March	<ul> <li>Analyze the interactions between individuals, events, and ideas in a text.</li> <li>Summarize text objectively.</li> <li>Conduct research projects based on focused questions, demonstrating understanding of</li> </ul>	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.	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).	topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when	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	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
	_				· ·	elements.*  2b. Spell correctly  3. Use knowledge of language and its conventions when
	<ul> <li>Assess the legitimacy of sources.</li> <li>Differences between paraphrasing and</li> </ul>			information from multiple print and digital sources; assess the credibility of	components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*

plagiarism and	each source;	4c. Consult reference
proper format for	and quote or	materials (e.g., dictionaries,
bibliographies.	paraphrase	glossaries, thesauruses), both
Techniques to	the data and	print and digital, to find the
visually enhance	conclusions	pronunciation of a word or
presentations.	of others	determine or clarify its precise
Purpose of	while	meaning or its part of speech.
punctuation.	avoiding	
Types of	plagiarism	6. Acquire and use accurately
sentences.	and providing	grade-appropriate general
Uses of reference	basic	academic and domain-specific
materials.	bibliographic	words and phrases; gather
Subject specific	information	vocabulary knowledge when
vocabulary.	for sources.	considering a word or phrase
The process of		important to comprehension
using context to	9. Draw	or expression.
determine	evidence	
meaning.	from literary	
	or	
	informational	
	texts to	
	support	
	analysis,	
	reflection,	
	and research.	
	a. Apply	
	grade 6	
	Reading	
	standards to	
	literature	
	(e.g.,	
	"Compare	
	and contrast	
	texts in	
	different	
	forms or	
	genres [e.g.,	
	stories and	

				poems;		
				historical		
				novels and		
				fantasy		
				stories] in		
				terms of their		
				approaches		
				to similar		
				themes and		
				topics").		
				b. Apply		
				grade 6		
				Reading		
				standards to		
				literary		
				nonfiction		
				(e.g., "Trace		
				and evaluate		
				the argument		
				and specific		
				claims in a		
				text,		
				distinguishing		
				claims that		
				are		
				supported by		
				reasons and		
				evidence		
				from claims		
				that are		
				not").		
April	<ul> <li>Figurative and</li> </ul>	4. Determine the meaning of	4. Determine the	MA.3.A.	2. Interpret	5. Demonstrate
_	connotative uses	words and phrases as they	meaning of words	Demonstrate	information	understanding of figurative
June	of language.	are used in a text, including	and phrases as they	understandin	presented in diverse	language, word relationships,
Julic	<ul> <li>Text structure and</li> </ul>	figurative and connotative	are used in a text,	g of	media and formats	and nuances in word
	its relationship to	meanings; analyze the	including figurative,	traditional	(e.g., visually,	meanings.
	the story/poetry	impact of a specific word	connotative, and	literature by	quantitatively,	
	elements.	choice on meaning and tone.	technical meanings.	writing short	orally) and explain	5a. Interpret figures of speech

C = 11 A11	C. Analisma hasses a sestimate	7 1-4		hannik adamentana	/a a managifia-ti\ti-
• 6 Traits – All	5. Analyze how a particular	7. Integrate	narratives,	how it contributes	(e.g., personification) in
Significance of	sentence, chapter, scene, or	information	poems, or	to a topic, text, or	context.
multiple	stanza fits into the overall	presented in	scripts that	issue under study.	
presentation	structure of a text and	different media or	use the		5c. Distinguish among the
formats to present	contributes to the	formats (e.g.,	conventions	6. Adapt speech to a	connotations (associations) of
information.	development of the theme,	visually,	of myths,	variety of contexts	words with similar
Strategies to use to	setting, or plot.	quantitatively) as	legends, or	and tasks,	denotations (definitions) (e.g.,
evaluate whether		well as in words to	epics (e.g.,	demonstrating	stingy, scrimping, economical,
or not an author	9. Compare and contrast	develop a coherent	explanations	command of formal	unwasteful, thrifty).
supported his/her	texts in different forms or	understanding of a	of natural	English when	
claim	genres (e.g., stories and	topic or issue.	phenomena;	indicated or	
Varying accounts	poems; historical novels and		the hero's	appropriate.	
exist for the same	fantasy stories) in terms of	9. Compare and	journey,		
event.	their approaches to similar	contrast one	quest, or		
Strategies to use to	themes and topics.	author's	task).		
read and		presentation of			
comprehend	10. By the end of the year,	events with that of	4. Produce		
literature	read and comprehend	another (e.g., a	clear and		
independently and	literature, including stories,	memoir written by	coherent		
proficiently.	dramas, and poems, in the	and a biography on	writing in		
, , , , , , , , , , , , , , , , , , , ,	grades 6–8 text complexity	the same person).	which the		
	band proficiently, with		development,		
	scaffolding as needed at the	10. By the end of	organization,		
	high end of the range.	the year, read and	and style are		
		comprehend literary	appropriate		
		nonfiction in the	to task,		
		grades 6–8 text	purpose, and		
		complexity band	audience.		
		proficiently, with			
		scaffolding as	5. With some		
		needed at the high	guidance and		
		end of the range.	support from		
			peers and		
			adults,		
			develop and		
			strengthen		
			writing as		
			needed by		

planning,
revising,
editing,
rewriting, or
trying a new
approach.
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.

## Grade 7 English Language Arts Curriculum Map

Content	Literature	Informational	Writing	Speaking/	Language
	RL	RI	W	Listening	L
				SL	
<ul> <li>Elements of literary text (setting, characters, plot, etc.).</li> <li>Difference of visual portrayal and one's perception.</li> <li>Write narratives based on experiences (real or imagined); (6 Traits – Ideas, Word Choice)</li> <li>Strategies to use to prepare for discussions.</li> <li>Appropriate rules and behaviors for discussions.</li> <li>The role of evidence to support ideas.</li> <li>Use of reference materials (dictionary, glossary, thesaurus)Analyze the elements of</li> </ul>	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  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).		3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  3 c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to	st.  1 Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  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.  2. Analyze the main ideas and	3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*  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.  4d.  Verify the preliminary determination of the meaning of a word or phrase 5b.  Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	<ul> <li>Elements of literary text (setting, characters, plot, etc.).</li> <li>Difference of visual portrayal and one's perception.</li> <li>Write narratives based on experiences (real or imagined); (6 Traits – Ideas, Word Choice)</li> <li>Strategies to use to prepare for discussions.</li> <li>Appropriate rules and behaviors for discussions.</li> <li>The role of evidence to support ideas.</li> <li>Use of reference materials (dictionary, glossary, thesaurus)Analyze</li> </ul>	<ul> <li>Elements of literary text (setting, characters, plot, etc.).</li> <li>Difference of visual portrayal and one's perception.</li> <li>Write narratives based on experiences (real or imagined); (6 Traits – Ideas, Word Choice)</li> <li>Strategies to use to prepare for discussions.</li> <li>Appropriate rules and behaviors for discussions.</li> <li>The role of evidence to support ideas.</li> <li>Use of reference materials (dictionary, glossary, thesaurus)Analyze</li> <li>3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> <li>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).</li> </ul>	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      Setting, characters of a story or drama interact (e.g., how setting shapes the characters or plot).      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).	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      Setting, and and year bow particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  3. Write narratives to develop real or imagined experiences or events  3. Write narratives to develop real develop real or imagined experiences or events  4. 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).  **Strategies to use to prepare for discussions.**  **Our Moritor Market of the provided of the provided of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or the provided of the provid	RIL RI RI  Listening SL  3. Analyze how particular elements of a story or drama interact (e.g., how 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. Appropriate rules and behaviors for discussions. The role of evidence to support ideas. Use of reference materials (dictionary, glossary, thesaurus)Analyze  Page dements of a story or drama interact (e.g., how setting shapes the characters or polot).  3. Write narratives to develop real or imagined or imagined experiences (range of collaborative develop real or imagined or imagined well-staged, or multimedia verients and using teacher-led) with effective discussions (one-on-one experiences (real or imagined); (6 Traits – Ideas, Word Choice)  Strategies to use to prepare for discussions. Appropriate rules and behaviors for discussions.  Appropriate rules and behaviors for discussions.  The role of evidence to support ideas. Use of reference materials (dictionary, glossary, thesaurus)Analyze  RI  3. Write narratives to develop real or imagined experiences (oiscussions (non-on-on insigned teacher-led) with diverse partners on technique, relevant descriptive details, and well-structured expressing their own clearly.  Strategies to use to prepare for discussions.  3 c. Use a variety of transition variety of transition questions and clauses to convey sequence and signal shifts from one time frame or time frame or 2. Analyze the main variety of transition to the signal shifts from one time frame or 2. Analyze the main variety or transition to develop real or imagined or imagined develop real or imagined or imagined or imagined or imagined or loadiscussions (one-on-on defective discussions (one-on-on transition to develop real collaborative developreal or imagined or imagined or imagined or imagined or loadiscussions (one-on-on transition to develop rea

literary text			presented in diverse	
(setting, plot,		5. With some	media and formats	
characters, etc.).		guidance and	(e.g., visually,	
		support from	quantitatively,	
		peers and	orally) and explain	
		adults,	how the ideas	
		develop and	clarify a topic, text,	
		strengthen	or issue under	
		writing as	study.	
		needed by		
		planning,	4.Present claims	
		revising,	and findings,	
		editing,	emphasizing salient	
		rewriting, or	points in a focused,	
		trying a new	coherent manner	
		approach,	with pertinent	
		focusing on	descriptions, facts,	
		how well	details, and	
		purpose and	examples; use	
		audience	appropriate eye	
		have been	contact, adequate	
		addressed.	volume, and clear	
			pronunciation	
		6. Use	'	
		technology,		
		including the		
		internet, to		
		produce and		
		publish		
		writing and		
		link to and		
		linking to and		
		cite sources as well as to interact and collaborate with others, including		

			citing		
			sources.		
			9. Draw		
			evidence		
			from literary		
			or		
			informational		
			texts to		
			support		
			analysis,		
			reflection,		
			and research.		
			9a. Apply		
			grade 7		
			Reading		
			standards to		
			literature		
			(e.g.,		
			"Compare		
			and contrast		
			a fictional		
			portrayal of a		
			time, place or		
			character and		
			a historical		
			account of		
			the same		
			period as a		
			means of		
			understandin		
			g how		
			authors or		
			fiction use or		
			alter history.)		
October	Rules for citing	Cite textual evidence to	3b. Use	1a. Come to	4b. Use common, grade-
October	textual evidence	support analysis of what the	narrative	discussions	appropriate Greek or Latin
-					affixes and roots as clues to
	(literature).	text says explicitly as well as	techniques,	prepared, having	annixes and roots as cides to

November	Skills required to	inferences drawn from the	such as	read or researched	the meaning of a word (e.g.,
	objectively	text.	dialogue,	material under	audience, auditory, audible).
	summarize a text.	2. Determine a theme or	pacing, and	study; explicitly	5. Demonstrate
	<ul> <li>Distinctions</li> </ul>	central idea of a text and	description,	draw on that	understanding of figurative
	between	how it is conveyed through	to develop	preparation by	language, word relationships,
	subjective and	particular details; provide a	experiences,	referring to	and nuances in word
	objective evidence.	summary of the text distinct	events,	evidence on the	meanings.
	<ul> <li>The figurative,</li> </ul>	from personal opinions or	and/or	topic, text, or issue	
	connotative, and	judgments.	characters.	to probe and reflect	5a. Interpret figures of speech
	technical meanings			on ideas under	(e.g., personification) in
	of words and		3d. Use	discussion.	context.
	phrases.		precise words		
	<ul> <li>Strategies to use to</li> </ul>		and phrases,	1b. Follow rules for	5c. Distinguish among the
	prepare for		relevant	collegial discussions,	connotations (associations) of
	discussions.		descriptive	track progress	words with similar
	<ul> <li>Write narratives</li> </ul>		details, and	toward specific	denotations (definitions) (e.g.,
	based on		sensory	goals and deadlines,	stingy, scrimping, economical,
	experiences (real		language to	and define	unwasteful, thrifty)
	or imagined); (6		convey	individual roles as	
	Traits – Ideas,		experiences	needed.	
	Word Choice)		and events.		
	<ul> <li>Greek and Latin</li> </ul>				
	affixes and roots.		3e. Provide a		
	• Word		conclusion		
	relationships.		that follows		
	• Subtle		from the		
	connotations		narrated		
	between the		experiences		
	meaning of words.		or events.		
			10. Write		
			routinely		
			over		
			extended		
			time frames		
			(time for		
			research,		
			reflection,		

	<u>'</u>			1	
			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	Rules for citing	1. Cite sever	al 1a. Write	1. Engage	3. Use knowledge of language
11010111001	textural evidence	pieces of tex		effectively in a	and its conventions when
<u> </u>	(Informational	evidence to	_	range of	writing, speaking, reading, or
December	text).	analysis of w		collaborative	listening.
	Distinctions	text says exp		discussions (one-on-	<b>0</b>
	between	as well as in	•	one, in groups, and	3a. Choose language that
	subjective and	drawn from		teacher-led) with	expresses ideas precisely and
	objective evidence.	text.	a. Introduce	diverse partners on	concisely, recognizing and
	Purposes of text		claim(s),	grade 7 topics,	eliminating wordiness and
	structures.	3. Analyze th	, ,,	texts, and issues,	redundancy.
	Write arguments	interactions	_	building on others'	, , , , , , , , , , , , , , , , , , , ,
	to support claims	between	opposing	ideas and	6. Acquire and use accurately
	with clear reasons	individuals,	· · · · -	expressing their	grade-appropriate general
	and relevant	and ideas in		own clearly.	academic and domain-specific
	evidence. (6 Traits	and racus in	reasons and	own cicarry.	words and phrases; gather
	-Organization,	5. Analyze t		1a. Come to	vocabulary knowledge when
	Sentences)	structure an		discussions	considering a word or phrase
	′	uses to orga		prepared, having	important to comprehension
	Appropriate rules     Appropriate rules	text, includir		read or researched	or expression.
	and behaviors for	the major se		material under	or expression.
	discussion.	contribute to	· · ·	study; explicitly	
	The role of	whole and to	"	draw on that	
	evidence to	developmen	_	preparation by	
	support ideas.	ideas	evidence,	referring to	
	Importance of	lacas	using	evidence on the	
	selection and		accurate,	topic, text, or issue	
			accurate,	topic, text, or issue	

placement of	credible	to probe and reflect
words.	sources and	on ideas under
	demonstratii	
	gan	
	understandir	1b. Follow rules for
	g of the topic	
	or text.	track progress
	1e. Provide a	
	concluding	goals and deadlines,
	statement or	_
	section that	individual roles as
	follows from	needed.
	and supports	
	the argumen	
	presented.	that elicit
	presentedi	elaboration and
	4. Produce	respond to others'
	clear and	questions and
	coherent	comments with
	writing in	relevant
	which the	observations and
	developmen	
	organization	
	and style are	topic as needed.
	appropriate	topic as necaca.
	to task,	1d. Acknowledge
	purpose, and	_
	audience	expressed by others
	datence	and, when
	5. With some	
	guidance and	
	support from	
	peers and	4. Present claims
	adults,	and findings,
	develop and	emphasizing salient
	strengthen	points in a focused,
	writing as	coherent manner
	needed by	with pertinent

	<u> </u>		
	planning,	descriptions, facts,	
r	revising,	details, and	
6	editing,	examples; use	
r	rewriting, or	appropriate eye	
t	trying a new	contact, adequate	
6	approach,	volume, and clear	
f	focusing on		
h	how well	6. Adapt speech to	
F	purpose and	a variety of contexts	
a	audience	and tasks,	
	have been	demonstrating	
a	addressed	command of formal	
		English when	
	6. Use	indicated or	
t	technology,	appropriate.	
	including the		
	Internet, to		
	produce and		
	publish		
\	writing and		
	link to and		
	cite sources		
a	as well as to		
i	interact and		
	collaborate		
\	with others,		
i	including		
	linking to and		
	citing		
S	sources.		
1	10. Write		
r	routinely		
	over		
(	extended		
t	time frames		
	(time for		
	research,		

December	• Interpret literary	Cite several pieces of	reflection and revis and short time fran (a single sitting or day or tw for a rang discipline specific t purposes and audience 3b. Use	ion) ter nes a (o) ge of e- asks,	5. Demonstrate
January	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).	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.  MA.8.A. Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbolism).	narrative technique such as dialogue, pacing, a descriptie to develo experience events, and/or character  3d. Use precise w and phra relevant descriptie details, a sensory language capture t action an convey experience	that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  TS.  1d. Acknowledge new information expressed by others and, when warranted, modify their own views.	understanding of figurative language, word relationships, and nuances in word meanings.  5a. Interpret figures of speech (e.g. verbal irony, puns) in context.  5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

		T	Т		1	7
	<ul> <li>Variations</li> </ul>			nd events.		
	between student's			e. Provide a		
	ideas and others.			onclusion		
	<ul> <li>Differences of</li> </ul>			nat follows		
	diverse media and			om and		
	how to identify			eflects on		
	main ideas.		th	ne narrated		
	<ul> <li>Pronouns</li> </ul>		ex	xperiences		
	Elements of		or	r events.		
	figurative language					
	<ul> <li>Keyboarding skills</li> </ul>		6.	. Use		
	to type writing		te	echnology,		
	(min. 3 pages).		ind	cluding the		
	(IIIIII 5 pages).		Int	iternet, to		
			pr	roduce and		
			pu	ublish		
			The state of the s	riting and		
				nk to and		
				te sources		
				s well as to		
				iteract and		
				ollaborate		
				ith others,		
				cluding		
				nking to and		
				ting		
				ources.		
lanuary	Uses for points of	6. Analyze how an author		Write	6. Adapt speech to a	2. Demonstrate command of
January	view of the	develops and contrasts the		formative/ex	variety of contexts	the conventions of standard
=	narrator or speaker	points of view of different		lanatory texts	and tasks,	English capitalization,
February	in a text.	characters or narrators in a text.		examine a	demonstrating	punctuation, and spelling
	• Write		· · · · · · · · · · · · · · · · · · ·	ppic and	command of formal	when writing.
	informative/explan			onvey ideas,	English when	when writing.
	atory texts. (6			oncepts, and	indicated or	2a. Use a comma to separate
	Traits – Voice,			formation	appropriate.	coordinate adjectives (e.g., It
				rough the election,	αρριοριίαις.	was a fascinating, enjoyable
	Conventions)			rganization,		movie but not He wore an
	Presentation skills			nd analysis of		
	pertaining to		an			old[,] green shirt).

audience and task.	relevan	nt	b. Spell correctly.
Knowledge of	content		,,
language and its		oduce a	3. Use knowledge of language
	topic cl	early,	and its conventions when
conventions.	preview		
	what is		writing, speaking, reading, or
	follow;		listening.
		ze ideas,	3a. Choose language that
	concep		expresses ideas precisely and
	informa		concisely, recognizing and
	using		eliminating wordiness and
		ies such	redundancy.
	as defin		reduitancy.
	classific		
		rison/co	
	ntrast, a		
	cause/e		
	include		
	formatt		
	(e.g.,	6	
	heading	as)	
	graphic		
		tables),	
	and	tables),	
	multime	ciba	
		iseful to	
	aiding	iserui to	
	compre	phonsio	
	n.	Eliciisio	
	""		
	2b. Dev	/elon	
	the top		
	relevan		
	definition		
	concret		
	details,		
	quotati other	10115, 01	
	informa	ation	
	and exa	ampies.	
	2c. Use	?	

				annungiete		
				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.		
				2e. Establish		
				and maintain a		
				formal style.		
				2f. Provide a		
				concluding		
				statement or		
				section that		
				follows from		
				and supports		
				the		
				information or		
				explanation		
		2 Analysis Issues attitudes	2. A   +	presented.	4. Duranat alaina	2.0
February	Analyze the	3. Analyze how particular	3. Analyze the	7. Conduct	4. Present claims	2. Demonstrate command of
-	interactions	elements of a story or drama	interactions	short	and findings,	the conventions of standard
March	between	interact (e.g., how setting	between	research	emphasizing salient	English capitalization,
	individuals, events,	shapes the characters or	individuals, events,	projects to	points in a focused,	punctuation, and spelling
	and ideas in a text.	plot).	and ideas in a text	answer a	coherent manner	when writing.
	<ul> <li>Summarize text</li> </ul>		(e.g., how ideas	question,	with pertinent	
	objectively.		influence individuals	drawing on	descriptions, facts,	2a. Use a comma to separate
	<ul> <li>Conduct research</li> </ul>		or events, or how	several	details, and	coordinate adjectives (e.g., It
	projects based on		individuals influence	sources and	examples; use	was a fascinating, enjoyable
	focused questions,		ideas or events).	generating	appropriate eye	movie but not He wore an
	demonstrating			additional	contact, adequate	old[,] green shirt).
		1		1	1	ı

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understanding of		related,	volume, and clear	b. Spell correctly.
the subject under		focused	pronunciation.	
investigation. (6		questions for		3. Use knowledge of language
Traits – Voice,		further	<b>5.</b> Include	and its conventions when
Conventions).		research and	multimedia	writing, speaking, reading, or
Assess the		investigation.	components and	listening.
legitimacy of			visual displays in	
sources.		8. Gather	presentations to	3a. Choose language that
Differences		relevant	clarify claims and	expresses ideas precisely and
between		information	findings and	concisely, recognizing and
paraphrasing and		from multiple	emphasize salient	eliminating wordiness and
plagiarism and		print and	points.	redundancy.*
proper format for		digital		
bibliographies.		sources,		4c. Consult general and
Techniques to		using search		specialized reference
visually enhance		terms		materials (e.g., dictionaries,
presentations.		effectively;		glossaries, thesauruses), both
Purpose of		assess the		print and digital, to find the
punctuation.		credibility		pronunciation of a word or
Types of		and accuracy		determine or clarify its precise
sentences.		of each		meaning or its part of speech.
Uses of reference		source; and		
materials.		quote or		6. Acquire and use accurately
Subject specific		paraphrase		grade-appropriate general
vocabulary		the data and		academic and domain-specific
·		conclusions		words and phrases; gather
		of others		vocabulary knowledge when
		while		considering a word or phrase
		avoiding		important to comprehension
		plagiarism		or expression.
		and following		
		a standard		
		format for		
		citation.		
		9. Draw		
		evidence		
		from literary		

or
informational
texts to
support
analysis,
reflection,
and research.
und research
9a. Apply
grade 7
Reading
standards to
literature
(e.g.,
"Compare
and contrast
a fictional
portrayal of a
time, place,
or character
and a
historical
account of
the same
period as a
means of
understandin
g how
authors of
fiction use or
alter
history").
Oh Amalu
9b. Apply
grade 7
Reading
standards to
literary

April - June	<ul> <li>Figurative and connotative uses of language.</li> <li>Text structure and its relationship to the story/poetry elements.</li> <li>6 Traits - All</li> </ul>	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	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact	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"). MA.3.A. Write short narratives, poems, scripts, or personal reflections that	2. Analyze the main ideas and supporting details 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. a. Interpret figures of speech (e.g. verbal irony, puns) in context.
			_			
	<ul> <li>Strategies to use to evaluate whether or not an author supported his/her claim</li> <li>Varying accounts exist for the same</li> </ul>	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	contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g.,	mood, tone, point of view, personificatio n, or symbolism 4. Produce	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or	bullheaded, willful, firm, persistent, resolute
	event.	understanding how authors of fiction use or alter history.	how the delivery of a speech affects the	clear and coherent	appropriate.	

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Strategies to use to		impact of the	writing in	
read and	10. By the end of the year,	words).	which the	
comprehend	read and comprehend	8. Trace and	development,	
literature	literature, including stories,	evaluate the	organization,	
independently and	dramas, and poems, in the	argument and	and style are	
proficiently.	grades 6–8 text complexity	specific claims in a	appropriate	
	band proficiently, with	text, assessing	to task,	
	scaffolding as needed at the	whether the	purpose, and	
	high end of the range	reasoning is sound	audience.	
		and the evidence is		
		relevant and	5. With some	
		sufficient to support	guidance and	
		the claims.	support from	
			peers and	
		9. Analyze how two	adults,	
		or more authors	develop and	
		writing about the	strengthen	
		same topic shape	writing as	
		their presentations	needed by	
		of key information	planning,	
		by emphasizing	revising,	
		different evidence	editing,	
		or advancing	rewriting, or	
		different	trying a new	
		interpretations of	approach,	
		facts.	focusing on	
			how well	
		10. By the end of	purpose and	
		the year, read and	audience	
		comprehend literary	have been	
		nonfiction in the	addressed.	
		grades 6-8 text		
		complexity band	6. Use	
		proficiently, with	technology,	
		scaffolding as	including the	
		needed at the high	Internet, to	
		end of the range.	produce and	
			publish	

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	writing and
	link to and
	cite sources
	as well as to
	interact and
	collaborate
	with others,
	including
	linking to and
	citing
	sources.
	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

## Grade 8 English Language Arts Curriculum Map

Time	Content	Literature	Informational	Writing	Speaking/	Language
Line/Teacher		RL	RI	W	Listening	L
Notes on					SL	
Progress						
September	<ul> <li>Elements of literary</li> </ul>	3. Analyze how particular		3. Write	1. Engage effectively	3. Use knowledge of language
_	text (setting,	lines of dialogue or incidents		narratives to	in a range of	and its conventions when
October	characters, plot,	in a story or drama propel		develop real	collaborative	writing, speaking, reading, or
October	etc.).	the action, reveal aspects of		or imagined	discussions (one-on-	listening.
	<ul> <li>Difference of visual</li> </ul>	a character, or provoke a		experiences	one, in groups, and	
	portrayal and one's	decision.		or events	teacher-led) with	3a. Use verbs in the active and
	perception.			using	diverse partners on	passive voice and in the
	<ul> <li>Write narratives</li> </ul>	7. Analyze the extent to		effective	grade 8 topics,	conditional and subjunctive
	based on	which a filmed or live		technique,	texts, and issues,	mood to achieve particular
	experiences (real or	production of a story or		relevant	building on others'	effects (e.g., emphasizing the
	imagined); (6 Traits	drama stays faithful to or		descriptive	ideas and	actor or the action; expressing
	– Ideas, Word	departs from the text or		details, and	expressing their	uncertainty or describing a
	Choice )	script, evaluating the choices		well-	own clearly.	state contrary to fact).
	<ul> <li>Strategies to use to</li> </ul>	made by the director or		structured		
	prepare for	actors.		event	1c. Pose questions	4c. Consult general and
	discussions.			sequences.	that connect the	specialized reference
	<ul> <li>Appropriate rules</li> </ul>				ideas of several	materials (e.g., dictionaries,
	and behaviors for			3c. Use a	speakers and	glossaries, thesauruses), both
	discussions.			variety of	respond to others'	print and digital, to find the
	The role of			transition	questions and	pronunciation of a word or
	evidence to support			words,	comments with	determine or clarify its precise
	ideas.			phrases, and	relevant evidence,	meaning or its part of speech.
	Use of reference			clauses to	observations, and	
	materials			convey	ideas.	4d. Verify the preliminary
	(dictionary,			sequence,		determination of the meaning
	glossary, thesaurus)			signal shifts	2. Analyze the	of a word or phrase (e.g., by
	<ul> <li>Analyze the</li> </ul>			from one	purpose of	checking the inferred meaning
	elements of literary			time frame or	information	in context or in a dictionary).
	elements of interdry			setting to	presented in diverse	

text (setting, plot,	another, and	media and formats	5b. Use the relationship
characters, etc.).	show the	(e.g., visually,	between particular words to
	relationships	quantitatively,	better understand each of the
	among	orally) and evaluate	words.
	experiences	the motives (e.g.,	
	and events	social, commercial,	
		political) behind its	
	5. With some	presentation.	
	guidance and		
	support from	4. Present claims	
	peers and	and findings,	
	adults,	emphasizing salient	
	develop and	points in a focused,	
	strengthen	coherent manner	
	writing as	with relevant	
	needed by	evidence, sound	
	planning,	valid reasoning, and	
	revising,	well-chosen details;	
	editing,	use appropriate eye	
	rewriting, or	contact, adequate	
	trying a new	volume, and clear	
	approach,	pronunciation.	
	focusing on		
	how well		
	purpose and		
	audience		
	have been		
	addressed.		
	6. Use		
	technology,		
	including the		
	Internet, to		
	produce and		
	publish		
	writing and		
	present the		
	relationships		

				hatures:		
				between		
				information		
				and ideas		
				efficiently as		
				well as to		
				interact and		
				collaborate		
				with others.		
October	<ul> <li>Rules for citing</li> </ul>	1. Cite the textual evidence		3b. Use	1. Engage	4b. Use common, grade-
_	textual evidence	that most strongly supports		narrative	effectively in a	appropriate Greek or Latin
November	(literature).	an analysis of what the text		techniques,	range of	affixes and roots as clues to
November	<ul> <li>Skills required to</li> </ul>	says explicitly as well as		such as	collaborative	the meaning of a word (e.g.,
	objectively	inferences drawn from the		dialogue,	discussions (one-on-	precede, recede, secede).
	summarize a text.	text.		pacing,	one, in groups, and	
	Distinctions			description,	teacher-led) with	5. Demonstrate
	between subjective	2. Determine a theme or		and	diverse partners on	understanding of figurative
	and objective	central idea of a text and		reflection, to	grade 8 topics,	language, word relationships,
	evidence.	analyze its development over		develop	texts, and issues,	and nuances in word
	<ul> <li>The figurative,</li> </ul>	the course of the text,		experiences,	building on others'	meanings.
	connotative, and	including its relationship to		events,	ideas and	
	technical meanings	the characters, setting, and		and/or	expressing their	5a. Interpret figures of speech
	of words and	plot; provide an objective		characters.	own clearly.	(e.g. verbal irony, puns) in
	phrases.	summary of the text.				context.
	Strategies to use to			3d. Use	1a. Come to	
	prepare for			precise words	discussions	5c. Distinguish among the
	discussions.			and phrases,	prepared, having	connotations (associations) of
	Write narratives			relevant	read or researched	words with similar
	based on			descriptive	material under	denotations (definitions) (e.g.,
	experiences (real or			details, and	study; explicitly	bullheaded, willful, firm,
	imagined); (6 Traits			sensory	draw on that	persistent, resolute).
	– Ideas, Word			language to	preparation by	, ,
	· ·			capture the	referring to	
	Choice)  • Greek and Latin			action and	evidence on the	
				convey	topic, text, or issue	
	affixes and roots.			experiences	to probe and reflect	
	The impact of			and events.	on ideas under	
	specific word				discussion.	
	choice, including			3e. Provide a		
	<u> </u>		l	Sc. 1 Toviac a		

	analogies and		conclusion	1b. Follow rules for	
	allusions.		that follows	collegial discussions	
	• Subtle		from and	and decision-	
	connotations		reflects on	making, track	
	between the		the narrated	progress toward	
	meaning of words.		experiences	specific goals and	
	meaning of words.		or events	deadlines, and	
			0. 0.0	define individual	
			10. Write	roles as needed.	
			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.		
November	Rules for citing	1. Cite the textual	1a. Write	1. Engage	1. Demonstrate command of
_	textural evidence	evidence that most	arguments to	effectively in a	the conventions of standard
Dagarahar	Cite textural	strongly supports an	support	range of	English grammar and usage
December	evidence to support	analysis of what the	claims with	collaborative	when writing or speaking.
	analysis of	text says explicitly	clear reasons	discussions (one-on-	a. Explain the function of
	informational text.	as well as inferences	and relevant	one, in groups, and	verbals (gerunds, participles,
	<ul> <li>Distinctions</li> </ul>	drawn from the	evidence.	teacher-led) with	infinitives) in
	between subjective	text.		diverse partners on	general and their function in
	and objective		1a. Introduce	grade 8 topics,	particular sentences.
	evidence; Analyze	3.Analyze how a	claim(s),	texts, and issues,	

interactions	text makes	acknowledge	huilding on others'	2. Usa knowladga of languaga
interactions		acknowledge	building on others'	3. Use knowledge of language
between	connections among	and	ideas and	and its conventions when
individuals, events	and distinctions	distinguish	expressing their	writing, speaking, reading, or
and ideas in a text.	between	the claim(s)	own clearly.	listening.
Purposes of text	individuals, ideas, or			a. Use verbs in the active and
structures; Analyze	events (e.g.,	alternate or	1a. Come to	passive voice and in the
the structure an	through	opposing	discussions	conditional and subjunctive
author uses to	comparisons,	claims, and	prepared, having	mood to achieve particular
organize a text.	analogies, or	organize the	read or researched	effects
Write arguments to	categories).	reasons and	material under	
support claims with		evidence	study; explicitly	6. Acquire and use accurately
clear reasons and	5. Analyze in detail	logically.,	draw on that	grade-appropriate general
relevant evidence.	the structure of a		preparation by	academic and domain-specific
(6 Traits –	specific paragraph	1b. Support	referring to	words and phrases; gather
Organization,	in a text, including	claim(s) with	evidence on the	vocabulary knowledge when
Sentences)	the role of	logical	topic, text, or issue	considering a word or phrase
The function of	particular sentences	reasoning	to probe and reflect	important to comprehension
verbals (gerunds,	in developing and	and relevant	on ideas under	or expression.
participles,	refining a key	evidence,	discussion.	
infinitives).	concept.	using		
Appropriate rules		accurate,	1b. Follow rules for	
and behaviors for		credible	collegial discussions	
discussion.		sources and	and decision-	
Difference between		demonstratin	making, track	
student's ideas and		g an	progress toward	
		understandin	specific goals and	
		g of the topic		
			define individual	
			roles as needed.	
		1e. Provide a		
		concluding	1c. Pose guestions	
		_	•	
their claims.				
			•	
			•	
		_	1 .	
		p. cociiicai		
student's ideas and others.  • The role of evidence to support ideas.  • Appropriate evidence to support their claims.		-	specific goals and deadlines, and	

	1	
	4. Produce	observations, and
	clear and	ideas.
C	coherent	1d. Acknowledge
V	writing in	new information
	which the	expressed by
C	development,	others, and, when
C	organization,	warranted, qualify
a	and style are	or justify their own
a	appropriate	views in light of the
t	to task,	evidence presented.
l p	purpose, and	
a	audience.	4. Present claims
		and findings,
5	5. With some	emphasizing salient
g	guidance and	points in a focused,
S	support from	coherent manner
l p	peers and	with relevant
a	adults,	evidence, sound
C	develop and	valid reasoning, and
S	strengthen	well-chosen details;
v	writing as	use appropriate eye
r	needed by	contact, adequate
l p	planning,	volume, and clear
r	revising,	pronunciation.
e	editing,	
r	rewriting, or	6. Adapt speech to a
t	trying a new	variety of contexts
	approach,	and tasks,
	focusing on	demonstrating
	how well	command of formal
	purpose and	English when
	audience	indicated or
	have been	appropriate.
	addressed.	
6	6. Use	
	technology,	
	including the	

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				Internet, to		
				produce and		
				publish		
				writing and		
				present the		
				relationships		
				between		
				information		
				and ideas		
				efficiently as		
				well as to		
				interact and		
				collaborate		
				with others.		
				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.		
Docombox	Characteristics of	1. Cite the textual evidence		3. Write	1c. Pose questions	5 . Demonstrate
December		that most strongly supports		narratives to	that connect the	understanding of figurative
-	irony and parody.				ideas of several	
	<ul> <li>Write using the</li> </ul>	an analysis of what the text		develop real	ideas of several	language,

_			T I			dlakia nahita a and
January	concepts of irony	says explicitly as well as		or imagined	speakers and	word relationships, and
	and parody.	inferences drawn from the		experiences	respond to others'	nuances in word meanings.
	<ul> <li>Techniques to write</li> </ul>	text.		or events	questions and	5a. Interpret figures of speech
	a narrative,			using	comments with	(e.g. verbal irony,
	including dialogue,	MA.8.A. Identify and analyze		effective	relevant evidence,	puns) in context.
	pacing and	the characteristics of irony		technique,	observations,	b. Use the relationship
	description (6 Traits	and parody in literary works.		relevant	and ideas.	between particular words to
	<ul><li>Organization,</li></ul>			descriptive		better understand each of the
	Sentences).			details, and	1d. Acknowledge	words.
	<ul> <li>Variations between</li> </ul>			well-	new information	
	student's ideas and			structured	expressed by	5c. Distinguish among the
	others.			event	others, and, when	connotations
	Differences of			sequences.	warranted, qualify	(associations) of words with
	diverse media and				or justify their	similar denotations
	how to identify			3b. Use	own views in light of	(definitions) (e.g., bullheaded,
	main ideas.			narrative	the evidence	willful, firm,
	• Pronouns			techniques,	presented.	persistent, resolute).
	Elements of			such as		
	figurative language			dialogue,		
	Keyboarding skills			pacing,		
	to type writing			description,		
	(min. 3 pages).			and		
	(IIIII. 5 pages).			reflection, to		
				develop		
				experiences,		
				events,		
				and/or		
				characters.		
				3d. Use		
				precise words		
				and phrases,		
				relevant		
				descriptive		
				details, and		
				sensory		
				language to		
				capture the		

action and
convey
experiences
and
events.
3e. Provide a
conclusion
that follows
from and
reflects on
the narrated
experiences
or events.
MA.3.A.
Write short
narratives,
poems,
scripts, or
personal
reflections
that
demonstrate
understanding
of the
concepts of
irony or
parody.
6. Use
technology,
including the
Internet, to
produce and
publish
writing and
present the

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			relationsh	ips	
			between		
			informatio	on	
			and ideas		
			efficiently	as	
			well as to		
			interact		
			and		
			collaborat	e	
			with other	s.	
January	Uses for points of	6. Analyze how differences in	2. Write	6. Adapt speech to a	2. Demonstrate command of
_ ′	view of the	the points of view of the	informativ	e/e variety of contexts	the conventions of standard
Falancam.	narrator or speaker	characters and the audience	xplanatory	and tasks,	English capitalization,
February	in a text.	or reader (e.g., created	texts to	demonstrating	punctuation, and spelling
	<ul> <li>Write</li> </ul>	through the use of dramatic	examine a	command of formal	when writing.
	informative/explan	irony) create such effects as	topic and	English when	
	atory texts. (6	suspense or humor.	convey ide	eas, indicated or	2a. Use punctuation (comma,
	Traits – Voice,		concepts,	and appropriate.	ellipsis, dash) to indicate a
	Conventions)		information	on .	pause or break.
	<ul> <li>Presentation skills</li> </ul>		through th	ie	b. Use an ellipsis to indicate
	pertaining to		selection,		an omission.
	audience and task.		organizati	on,	c. Spell correctly.
	Knowledge of		and analys		
	language and its		of relevan		3. Use knowledge of language
	conventions.		content.		and its conventions when
	0011101101101				writing, speaking, reading, or
			2a. Introd	uce	listening.
			a topic		
			clearly,		3a. Use verbs in the active and
			previewin	g	passive voice and in the
			what is to		conditional and subjunctive
			follow;		mood to achieve particular
			organize		effects (e.g., emphasizing the
			ideas,		actor or the action; expressing
			concepts,	and	uncertainty or describing a
			information		state contrary to fact).
			into broad		, , ,
		l I	ון ווווט טוטמט	CI I	

include
formatting
(e.g.,
headings),
graphics (e.g.,
charts,
tables), and
multimedia
when useful
to aiding
comprehensi
on.
2b. Develop
the topic with
relevant
facts,
definitions,
concrete
details,
quotations,
or other
information
and
examples.
2c. Use
appropriate
and varied
transitions to
create
cohesion and
clarify the
relationships
among ideas
and concepts.
2d. Use

				precise language and domain- specific vocabulary to inform about or explain the topic.  2e. Establish and maintain a formal style.  2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		
February -	<ul> <li>Analyze the interactions between</li> </ul>	3. Analyze how particular lines of dialogue or incidents in a story or drama propel	3. Analyze how a text makes connections among	7. Conduct short research	4. Present claims and findings, emphasizing salient	2. Demonstrate command of the conventions of standard English capitalization,
March	individuals, events, and ideas in a text.	the action, reveal aspects of a character, or provoke a	and distinctions between	projects to answer a	points in a focused,	punctuation, and spelling when writing.
	Summarize text	decision.	individuals, ideas, or	question	with relevant	_
	objectively. • Conduct research		events (e.g., through	(including a self-	evidence, sound valid reasoning, and	2a. Use punctuation (comma, ellipsis, dash) to indicate a
	projects based on		comparisons,	generated	well-chosen details;	pause or break.
	focused questions,		analogies, or	question),	use appropriate eye	b. Use an ellipsis to indicate
	demonstrating		categories).	drawing on several	contact, adequate volume, and clear	an omission.
	understanding of the subject under			sources and	pronunciation.	2c. Spell correctly.

	1			
investigation. (6		generating		
Traits – Voice,		additional	5. Integrate	3. Use knowledge of language
Conventions).		related,	multimedia and	and its conventions when
Assess the		focused	visual displays into	writing, speaking, reading, or
legitimacy of		questions	presentations to	listening.
sources.		that allow for	clarify information,	
Differences		multiple	strengthen claims	3a. Use verbs in the active and
between		avenues of	and evidence, and	passive voice and in the
paraphrasing and		exploration.	add interest.	conditional and subjunctive
plagiarism and				mood to achieve particular
proper format for		8. Gather		effects (e.g., emphasizing the
bibliographies.		relevant		actor or the action; expressing
Techniques to		information		uncertainty or describing a
visually enhance		from multiple		state contrary to fact).
presentations.		print and		
Purpose of		digital		4c. Consult general and
punctuation.		sources,		specialized reference
Types of sentences.		using search		materials (e.g., dictionaries,
Uses of reference		terms		glossaries, thesauruses), both
materials.		effectively;		print and digital, to find the
Subject specific		assess the		pronunciation of a word or
vocabulary.		credibility		determine or clarify its precise
The process of		and accuracy		meaning or its part of speech.
using context to		of each		
determine		source; and		
meaning.		quote or		
incoming.		paraphrase		
		the data and		
		conclusions		
		of others		
		while		
		avoiding		
		plagiarism		
		and following		
		a standard		
		format for		
		citation.		

9. Draw
evidence
from literary
or
informational
texts to
support
analysis,
reflection,
and research.
9a. Apply
grade 8
Reading
standards 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
docaribing
describing how the
material is
rendered
new").

				9b. Apply grade 8 Reading standards 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").		
April -	<ul> <li>Figurative and connotative uses of language.</li> </ul>	4. Determine the meaning of words and phrases as they are used in a text, including	4. Determine the meaning of words and phrases as they	MA.3.A.  Demonstrate understandin	2. Analyze the purpose of information	<b>5.</b> Demonstrate understanding of figurative language, word relationships,
June	<ul> <li>Text structure and its relationship to the story/poetry elements.</li> <li>6 Traits – All</li> <li>Significance of multiple</li> </ul>	figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning	g of the concept of theme by writing short narratives, poems, essays,	presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial,	and nuances in word meanings.  5a. Interpret figures of speech (e.g. verbal irony, puns) in context.

	presentation	5. Compare and contrast the	and tone, including	speeches, or	political) behind its	5c. Distinguish among the
	formats to present	structure of two or more	analogies or	reflections	presentation.	connotations (associations) of
	information.	texts and analyze how the	allusions to other	that respond	6. Adapt speech to a	words with similar
•	Strategies to use to	differing structure of each	texts.	to universal	variety of contexts	denotations (definitions) (e.g.,
	evaluate whether	text contributes to its		themes (e.g.,	and tasks,	bullheaded, willful, firm,
	or not an author	meaning and style.	7. Evaluate the	challenges,	demonstrating	persistent, resolute).
	supported his/her		advantages and	the individual	command of formal	
	claim	9. Analyze how a modern	disadvantages of	and society,	English when	
•	Varying accounts	work of fiction draws on	using different	moral	indicated or	
	exist for the same	themes, patterns of events,	mediums (e.g., print	dilemmas,	appropriate. (See	
	event.	or character types from	or digital text,	the dynamics	grade 8 Language	
•	Strategies to use to	myths, traditional stories, or	video, multimedia)	of tradition	standards 1 and 3	
	read and	religious works such as the	to present a	and change).	on page 65 for	
	comprehend	Bible, including describing	particular topic or		specific	
	literature	how the material is rendered	idea.	4. Produce	expectations.)	
	independently and	new.		clear and		
	proficiently.		8. Delineate and	coherent		
		10. By the end of the year,	evaluate the	writing in		
		read and comprehend	argument and	which the		
		literature, including stories,	specific claims in a	development,		
		dramas, and poems, at the	text, assessing	organization,		
		high end of grades 6–8 text	whether the	and style are		
		complexity band	reasoning is sound	appropriate		
		independently and	and the evidence is	to task,		
		proficiently.	relevant and	purpose, and		
			sufficient; recognize	audience.		
			when irrelevant			
			evidence is	5. Develop		
			introduced.	and		
				strengthen		
			9. Analyze a case in	writing as		
			which two or more	needed by		
			texts provide	planning,		
			conflicting	revising,		
			information on the	editing,		
			same topic and	rewriting, or		
			identify where the	trying a new		
			texts disagree on	approach,		

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matters of fact or	focusing on		
interpretation.	addressing		
10. By the end of	what is most		
the year, read and	significant for		
comprehend literary	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.)		
	011 page 071/		
	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.		
	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.	

## 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	<ul> <li>Explore short story Collections: Designs in Non-Fiction and participate in leisure reading (RL)</li> </ul>	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	1. Write arguments to support claims in an analysis of substantive	1. Initiate and participate effectively in a range of collaborative	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a Use parallel structure.*
Early November	<ul> <li>Exploration of Biographical and Autobiographical</li> </ul>	2. Determine a theme or	drawn from the text.	topics or texts, using	discussions (one-on- one, in groups, and teacher-led) with	b. Use various types of phrases (noun, verb, adjectival, adverbial,

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 presentation and sharing with others (SL & L) Daily Journaling (L)	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.	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.	valid reasoning and relevant and sufficient evidence.  1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among	diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  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.  1b. Work with peers to set rules for callegial discussions	participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  2b. Use a colon to introduce a list or quotation.  2c. Spell correctly.
Power Point presentation and sharing with others (SL & L)			relationships	on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  1b. Work with peers	list or quotation.

	needed.
	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.
	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.
	presented.
	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.  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.	
Quarter 2 Mid November	<ul> <li>Explore short story Collections: Designs in Non-Fiction and participate in leisure reading (RL)</li> <li>Exploration of</li> </ul>	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	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations)	2. Write informative/e xplanatory texts to examine and convey	2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually,	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend
Late January	Dramatic accounts (RI) Descriptive writing - creating vivid	advance the plot or develop the theme.  4. Determine the meaning of	develop over the course of a text, interact with other characters, and	convey complex ideas, concepts, and information	quantitatively, orally) evaluating the credibility and accuracy of each	more fully when reading or listening.  3a. Write and edit work so

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	pictures of an idea,	words and phrases as they	advance the plot or	clearly and	source.	that it conforms to the
	person, place or	are used in the text,	develop the theme.	accurately		guidelines in a style manual
	thing. Focusing on	including figurative and	4. Determine the	through the	3. Evaluate a	(e.g., MLA Handbook,
	one subject and	connotative meanings;	meaning of words	effective	speaker's point of	Turabian's Manual for
	using specific detail	analyze the cumulative	and phrases as they	selection,	view, reasoning, and	Writers) appropriate for the
	to describe that	impact of specific word	are used in the text,	organization,	use of evidence and	discipline and writing type.
	upon which is in	choices on meaning and tone	including figurative	and analysis	rhetoric, identifying	
	focus. (W)	(e.g., how the language	and connotative	of content.	any fallacious	4. Determine or clarify the
	<ul> <li>Participation in</li> </ul>	evokes a sense of time and	meanings; analyze		reasoning or	meaning of unknown and
	group discussions,	place; how it sets a formal or	the cumulative	2a. Introduce	exaggerated or	multiple-meaning words and
	demonstration of	informal tone).	impact of specific	a topic;	distorted evidence.	phrases based on grades 9–10
	active listening		word choices on	organize		reading and content, choosing
	skills and creating a		meaning and tone	complex		flexibly from a range of
	Power Point		(e.g., how the	ideas,		strategies.
	presentation and		language evokes a	concepts, and		_
	sharing with others		sense of time and	information		4a. Use context (e.g., the
	(SL & L)		place; how it sets a	to make		overall meaning of a
	Daily Journaling, (L)		formal or informal	important		sentence, paragraph, or text;
	, 3, , ,		tone).	connections		a word's position or function
			,	and		in a sentence) as a clue to the
				distinctions;		meaning of a word or phrase.
				include		
				formatting		
				(e.g.,		
				headings),		
				graphics (e.g.,		
				figures,		
				tables), and		
				multimedia		
				when useful		
				to aiding		
				comprehensi		
				on.		
				J		
				2b. Develop		
				the topic with		
				well-chosen,		
				relevant, and		
			l	i elevalit, allu	I	

sufficient
facts,
extended
definitions,
concrete
details,
quotations,
or other
information
and examples
appropriate
to the
audience's
knowledge of
the topic.
the topic.
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.
2d. Use
precise
language and
domain-
specific
vocabulary to

				manage the		
				complexity of		
				the topic.		
				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.		
				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).		
0	• Evolore short stars	5. Analyze how an author's	5. Analyze in detail	3. Write	4. Present	4b. Identify and correctly use
Quarter 3	Explore short story  Collections: Designs		how an author's			
	Collections: Designs	choices concerning how to		narratives to	information,	patterns of word changes that
	in Fiction and	structure a text, order events	ideas or claims are	develop real	findings, and	indicate different meanings or

		participate in leisure reading (RL)	within it (e.g., parallel plots), and manipulate time (e.g.,	developed and refined by particular	or imagined experiences	supporting evidence clearly, concisely,	parts of speech (e.g., analyze, analysis, analytical; advocate,
	•	Exploration of	pacing, flashbacks) create	sentences,	or events	and logically such	advocacy).
		Science	such effects as mystery,	paragraphs, or	using	that listeners can	,
Early February		fiction/fantasy	tension, or surprise.	larger portions of a	effective	follow the line of	4c. Consult general and
-		accounts (RI)		text (e.g., a section	technique,	reasoning and the	specialized reference
Early April	•	Narrative writing-	6. Analyze a particular point	or chapter).	well-chosen	organization,	materials (e.g., dictionaries,
		telling a story that	of view or cultural		details, and	development,	glossaries, thesauruses), both
		is either fiction or	experience reflected in a	6. Determine an	well-	substance, and style	print and digital, to find the
		non-fiction, plays,	work of literature from	author's point of	structured	are appropriate to	pronunciation of a word or
		or plot summaries	outside the United States,	view or purpose in a	event	purpose, audience,	determine or clarify its precise
		and emphasizes use	drawing on a wide reading of world literature.	text and analyze how an author uses	sequences.	and task.	meaning, its part of speech, or
		of the first person	world literature.	rhetoric to advance	3a. Engage	5. Make strategic	its etymology.
		"I". (W)	7. Analyze the	that point of view or	and orient	use of digital media	4d. Verify the preliminary
		Participation in group discussions,	representation of a subject	purpose.	the reader by	(e.g., textual,	determination of the meaning
		demonstration of	or a key scene in two	par pose.	setting out a	graphical, audio,	of a word or phrase (e.g., by
		active listening	different artistic mediums,	7. Analyze various	problem,	visual, and	checking the inferred meaning
		skills and creating a	including what is emphasized	accounts of a	situation, or	interactive	in context or in a dictionary).
		Power Point	or absent in each treatment	subject told in	observation,	elements) in	
		presentation and	(e.g., Auden's "Musée des	different mediums	establishing	presentations to	
		sharing with others	Beaux Arts" and Breughel's	(e.g., a person's life	one or	enhance	
		(SL & L)	Landscape with the Fall of	story in both print	multiple	understanding of	
	•	Daily Journaling, (L)	Icarus).	and multimedia),	point(s) of	findings, reasoning,	
				determining which	view, and	and evidence and to	
				details are	introducing a	add interest.	
				emphasized in each	narrator		
				account.	and/or characters;		
					create a		
					smooth		
					progression		
					of		
					experiences		
					or events.		
					3b. Use		
					narrative		

techniques,
such as
dialogue,
pacing,
description,
reflection,
and multiple
plot lines, to
develop
experiences,
events,
and/or
characters.
3c. Use a
variety of
techniques to
sequence
events so
that they
build on one
another to
create a
coherent
whole.
3d. Use
precise words
and phrases,
telling
details, and
sensory
language to
convey a
vivid picture
of the
experiences,
events,
5.55,

setting,
and/or
characters.
3e. Provide a
conclusion
that follows
from and
reflects on
what is
experienced,
observed, or
resolved over
the course of
the narrative.
MA.3.A.
Demonstrate
understandin
g 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).

Quarter 4	<ul> <li>Explore short story Collections: Designs in Non-Fiction and</li> </ul>	MA.8.A. Relate a work of fiction, poetry, or drama to the seminal ideas of its time.	8. Delineate and evaluate the argument and	4. Produce clear and coherent	6. Adapt speech to a variety of contexts and tasks,	5. Demonstrate understanding of figurative language, word relationships,
Mid April -	participate in leisure reading (RL)	9. Analyze how an author	specific claims in a text, assessing	writing in which the	demonstrating command of formal	and nuances in word meanings.
Late June	<ul> <li>Exploration of mystery/horror accounts (RI)</li> <li>Persuasive writing -</li> </ul>	draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from	whether the reasoning is valid and the evidence is relevant and	development, organization, and style are appropriate	English when indicated or appropriate. (See grades 9–10	5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their
	The idea is to express an opinion or to take a stance on an issue and to then support that opinion in a way	Ovid or the Bible or how a later author draws on a play by Shakespeare).  10. By the end of grade 9, read and comprehend	sufficient; identify false statements and fallacious reasoning.  9. Analyze seminal	to task, purpose, and audience. (Grade- specific expectations	Language standards 1 and 3 on page 67 for specific expectations.)	role in the text  5b. Analyze nuances in the meaning of words with simila denotations.
	that convinces the reader to see it the same way as the writer. (W)	literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with	U.S. documents of historical and literary significance (e.g., Washington's	for writing types are defined in standards 1–		6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading
	<ul> <li>Participation in group discussions, demonstration of active listening</li> </ul>	scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature,	Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech,	3 above.)  5. Develop and strengthen		writing, speaking, and listening at the college and career readiness level; demonstrate independence
	skills and creating a Power Point presentation and sharing with others (SL & L)	including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band	King's "Letter from Birmingham Jail"), including how they address related	writing as needed by planning, revising,		gathering vocabulary knowledge when considering a word or phrase important t comprehension or expression
	Daily Journaling (L)	independently and proficiently.	themes and concepts.	editing, rewriting, or trying a new		
			10. By the end of grade 9, read and comprehend literary	approach, focusing on addressing		
			nonfiction in the grades 9–10 text	what is most significant for		

T	1		T	T
		complexity band	a specific	
		proficiently, with	purpose and	
		scaffolding as	audience.	
		needed at the high	(Editing for	
		end of the range.	conventions	
			should	
		By the end of grade	demonstrate	
		10, read and	command of	
		comprehend literary	Language	
		nonfiction at the	standards 1–	
		high end of the	3 up to and	
		grades 9–10 text	including	
		complexity band	grades 9–10	
		independently and	on page 67.)	
		proficiently.	1-07	
		-	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.	
			,	
		1	i	1

7. Conduct short as well as more sustained research projects to	
as more sustained research projects to	
sustained research projects to	
research projects to	
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.	
8. Gather	
relevant	
information	
from multiple	
authoritative	
print and	
digital	
sources, using	

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.
C.C.C.C.T.
9. Draw
evidence
from literary
or
informational
texts to
support
analysis,
reflection,
and research.
9a. Apply
grades 9–10
Reading
standards to
literature
(e.g.,
(5.8.)

"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]
").
<i>'</i> -
9b. Apply
grades 9–10
Reading
standards to
literary
nonfiction
(e.g.,
"Delineate
and evaluate
the argument
and specific
claims in a
text,
assessing
whether the
reasoning is
valid and the
evidence is
evidence is

relevant and	$\overline{}$
sufficient;	
identify false	
statements	
and fallacious	
reasoning").	
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.	

Grades 11 - 12 English Language Arts Curriculum Map

Time	Content	Literature	Informational	Writing	Speaking/	Language
Line/Teacher		RL	RI	w	Listening	L
Notes on					SL	
Progress						
		1 City stars and the accord	4 Cita atraca a and	4 144-14-	4 Initiate and	1 Daniel and a final and a fina
Quarter 1	Explore short story	1. Cite strong and thorough	1 Cite strong and	1. Write	1. Initiate and	1. Demonstrate command of
	Collections: Designs	textual evidence to support	thorough textual	arguments to	participate	the conventions of standard
Early	in Non-Fiction and	analysis of what the text says	evidence to support	support	effectively in a	English grammar and usage
September	participate in	explicitly as well as	analysis of what the	claims in an	range of	when writing or speaking.
September	leisure reading (RL)	inferences drawn from the	text says explicitly	analysis of	collaborative	
_	<ul> <li>Exploration of</li> </ul>	text, including determining	as well as inferences	substantive	discussions (one-on-	1a. Apply the understanding
Early	Biographical and	where the text leaves	drawn from the	topics or	one, in groups, and	that usage is a matter of
November	Autobiographical	matters uncertain.	text, including	texts, using	teacher-led) with	convention, can change over
	accounts (RI)		determining where	valid	diverse partners on	time, and is sometimes
	<ul> <li>Expository writing-</li> </ul>	2. Determine two or more	the text leaves	reasoning	grades 11–12	contested.
	to-the-point and	themes or central ideas of a	matters uncertain.	and relevant	topics, texts, and	
	factual including	text and analyze their		and sufficient	issues, building on	1b. Resolve issues of complex
	definitions,	development over the	2. Determine two or	evidence.	others' ideas and	or contested usage, consulting
	instructions,	course of the text, including	more central ideas		expressing their	references (e.g., Merriam-
	directions,	how they interact and build	of a text and	1a Introduce	own clearly and	Webster's Dictionary of
	speeches, and basic	on one another to produce a	analyze their	precise,	persuasively.	English Usage, Garner's
	comparisons/	complex account; provide an	development over	knowledgeab		Modern American Usage) as
	clarifications,	objective summary of the	the course of the	le claim(s),	1a. Come to	needed.
	emphasizing	text.	text, including how	establish the	discussions	
	minimal, if any,		they interact and	significance	prepared, having	2. Demonstrate command of
	descriptive detail or		build on one	of the	read and researched	the conventions of standard
	opinion. (W)		another to provide a	claim(s),	material under	English capitalization,
	<ul><li>Participation in</li></ul>		complex analysis;	distinguish	study; explicitly	punctuation, and spelling
	group discussions,		provide an objective	the claim(s)	draw on that	when writing.
	demonstration of		summary of the	from	preparation by	a. Observe hyphenation
	active listening		text.	alternate or	referring to	conventions.
	skills and creating a			opposing	evidence from texts	b. Spell correctly.
	Power Point			claims, and	and other research	
	1 OWEL 1 OILLE			create an	on the topic or issue	

		· · · · · · · · · · · · · · · · · · ·		
presentation and		rganization	to stimulate a	
sharing with others	th	hat logically	thoughtful, well-	
(SL & L)	se	equences	reasoned exchange	
Daily Journaling (L)	cla	laim(s),	of ideas.	
	со	ounterclaim		
	S,	, reasons,	1b. Work with peers	
	an	nd evidence.	to promote civil,	
			democratic	
	1b	b. Develop	discussions and	
	cla	laim(s) and	decision-making, set	
	со	ounterclaim	clear goals and	
	s f	fairly and	deadlines, and	
	th	horoughly,	establish individual	
	su	upplying the	roles as needed.	
	me	nost relevant		
	ev	vidence for	1c. Propel	
	ea	ach while	conversations by	
	po	ointing out	posing and	
	- I	he strengths	responding to	
	an	nd	questions that	
	lin	mitations of	probe reasoning	
		oth in a	and evidence;	
	ma	nanner that	ensure a hearing for	
		nticipates	a full range of	
	th		positions on a topic	
	au	udience's	or issue; clarify,	
	kn	nowledge	verify, or challenge	
		evel,	ideas and	
		oncerns,	conclusions; and	
	va	alues, and	promote divergent	
		ossible	and creative	
	1 -	iases.	perspectives.	
	1c	c. Use	1d. Respond	
		vords,	thoughtfully to	
		hrases, and	diverse	
		lauses as	perspectives;	
		ell as varied	synthesize	

syntax to link the major sections of ine text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in
sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between claim(s) and evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
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clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
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reasons, between reasons and evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
reasons, between reasons and evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
between reasons and evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
reasons and evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
evidence, and between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
between claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
claim(s) and counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
counterclaims.  1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
and maintain a formal style and objective tone while attending to the norms and conventions of the
and maintain a formal style and objective tone while attending to the norms and conventions of the
a formal style and objective tone while attending to the norms and conventions of the
and objective tone while attending to the norms and conventions of the
tone while attending to the norms and conventions of the
attending to the norms and conventions of the
the norms and conventions of the
and conventions of the
conventions of the
of the
which they
are writing.
1e. Provide a
concluding
statement or
section that
Section that
follows from

Quarter 2  Mid November - Late January	<ul> <li>Explore short story Collections: Designs in Non-Fiction and participate in leisure reading (RL)</li> <li>Exploration of Dramatic accounts (RI)</li> <li>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)</li> <li>Participation in group discussions, demonstration of active listening skills and creating a</li> </ul>	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).  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.)	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.  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	the argument presented.  2. Write informative/e xplanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  2a. Introduce a topic; organize complex	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.  3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing	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.  3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
	thing. Focusing on one subject and using specific detail to describe that upon which is in focus. (W)  Participation in group discussions, demonstration of	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	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	through the effective selection, organization, and analysis of content.  2a. Introduce a topic; organize	credibility and accuracy of each source and noting any discrepancies among the data.  3. Evaluate a speaker's point of view, reasoning, and use of evidence and	guidance as needed; apply an understanding of syntax to the study of complex texts when reading.  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content,

(e.g.,
headings),
graphics (e.g.,
figures,
tables), and
multimedia
when useful
to aiding
comprehensi
on.
2b. Develop
the topic 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.
2c. Use
appropriate
and varied
transitions
and syntax to

link the major
sections of
the text,
create
cohesion, and
clarify the
relationships
among
complex
ideas and
concepts.
2d. Use
precise
language,
domain-
specific
vocabulary,
and
techniques
such as
metaphor,
simile, and
analogy to
manage the
complexity of
the topic.
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.		
				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).		
Quarter 3	<ul> <li>Explore short story</li> </ul>	5. Analyze how an author's	5. Analyze and	3. Write	4. Present	4b. Identify and correctly use
	Collections: Designs	choices concerning how to	evaluate the	narratives to	information,	patterns of word changes that
Early	in Fiction and	structure specific parts of a	effectiveness of the	develop real	findings, and	indicate different meanings or
February	participate in	text (e.g., the choice of	structure an author	or imagined	supporting	parts of speech (e.g.,
rebruary	leisure reading (RL)	where to begin or end a	uses in his or her	experiences	evidence, conveying	conceive, conception,
- 	<ul> <li>Exploration of Science</li> </ul>	story, the choice to provide a comedic or tragic resolution)	exposition or argument, including	or events using	a clear and distinct perspective, such	conceivable).
Early April	fiction/fantasy	contribute to its overall	whether the	effective	that listeners can	4c. Consult general and
	accounts (RI)	structure and meaning as	structure makes	technique,	follow the line of	specialized reference
	<ul> <li>Narrative writing-</li> </ul>	well as its aesthetic impact.	points clear,	well-chosen	reasoning,	materials (e.g., dictionaries,
	telling a story that	·	convincing, and	details, and	alternative or	glossaries, thesauruses), both
	is either fiction or	6. Analyze a case in which	engaging.	well-	opposing	print and digital, to find the
	non-fiction, plays,	grasping point of view		structured	perspectives are	pronunciation of a word or
	or plot summaries	requires distinguishing what	6. Determine an	event	addressed, and the	determine or clarify its precise
	and emphasizes use	is directly stated in a text	author's point of	sequences.	organization,	meaning, its part of speech,
	of the first person	from what is really meant	view or purpose in a		development,	its etymology, or its standard
	"I". (W)	(e.g., satire, sarcasm, irony,	text in which the	3a. Engage	substance, and style	usage.

a Dautiaination is	or understatement)	rhetoric is	and orient	are appropriate to	<del> </del>
Participation in	or understatement).			are appropriate to	Ad Novik, the constinction
group discussions,	7. Analyze multiple	particularly	the reader by	purpose, audience,	4d. Verify the preliminary
demonstration of	interpretations of a story,	effective, analyzing	setting out a	and a range of	determination of the meaning
active listening	drama, or poem (e.g.,	how style and	problem,	formal and informal	of a word or phrase (e.g., by
skills and creating a	recorded or live production	content contribute	situation, or	tasks.	checking the inferred meaning
Power Point	of a play or recorded novel	to the power,	observation		in context or in a dictionary).
presentation and	or poetry), evaluating how	persuasiveness, or	and its	5. Make strategic	
sharing with others	each version interprets the	beauty of the text.	significance,	use of digital media	
(SL & L)	source text. (Include at least		establishing	(e.g., textual,	
<ul> <li>Daily Journaling, (L)</li> </ul>	one play by Shakespeare and	7. Integrate and	one or	graphical, audio,	
	one play by an American	evaluate multiple	multiple	visual, and	
	dramatist.)	sources of	point(s) of	interactive	
		information	view, and	elements) in	
		presented in	introducing a	presentations to	
		different media or	narrator	enhance	
		formats (e.g.,	and/or	understanding of	
		visually,	characters;	findings, reasoning,	
		quantitatively) as	create a	and evidence and to	
		well as in words in	smooth	add interest.	
		order to address a	progression		
		question or solve a	of		
		problem.	experiences		
			or events.		
			3b. Use		
			narrative		
			techniques,		
			such as		
			dialogue,		
			pacing,		
			description,		
			reflection,		
			and multiple		
			plot lines, to		
			develop		
			· ·		
			experiences,		
			events,		
			and/or		

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).
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

				conclusion		
				that follows		
				from and		
				reflects on		
				what is		
				experienced,		
				observed, or		
				resolved over		
				the course of		
				the narrative.		
				MA.33.A.		
				Demonstrate		
				understandin		
				g 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).		
				and change).		
Quarter 4	Explore short story	MA.8.A. Analyze a work of	8. Delineate and	4. Produce	6. Adapt speech to a	5. Demonstrate
Qualter 4	Collections: Designs	fiction, poetry, or drama	evaluate the	clear and	variety of contexts	understanding of figurative
	in Non-Fiction and	using a variety of critical	reasoning in seminal	coherent	and tasks,	language, word relationships,
	iii Noii-i ictioii aliu	danis a variety of critical	reasoning in seminal	COHETEHL	ana tasks,	idilgaage, word relationships,

Mid April - Late June	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)	lenses (e.g., formal, psychological, historical, sociological, feminist).  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.  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.  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.	U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).  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.	writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)  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	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.)	and nuances in word meanings. 5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  5b. Analyze nuances in the meaning of words with similar denotations.  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.
			10. By the end of	conventions		

grade 11, read and	should
comprehend literary	demonstrate
nonfiction in the	command of
grades 11–CCR text	Language
complexity band	standards 1–
proficiently, with	3 up to and
scaffolding as	including
needed at the high	grades 11–12
end of the range.	on page 67.)
	CHA
By the end of grade	6. Use
12, read and	technology,
comprehend literary	including the
nonfiction at the	Internet, to
high end of the	produce,
grades 11–CCR text	publish, and
complexity band	update
independently and	individual or
proficiently.	shared
'	writing
	products in
	response to
	ongoing
	feedback,
	including new
	arguments or
	information.
	7. Conduct
	short as well
	as more
	sustained
	research
	projects to
	answer a
	question
	(including a
	self-
1	generated

T	
	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.
	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
	integrate

<u> </u>	
	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.
	9. Draw
	evidence
	from literary
	or
	informational
	texts to
	support
	analysis,
	reflection,
	and research.
	9a. Apply
	grades 11–12
	Reading
	standards to
	literature
	(e.g., "Demonstrate
	knowledge of
	eighteenth-,
	nineteenth-,
	and early-
	twentieth-

century
foundational
works of
American
literature,
including
how two or
more texts
from the
same period
treat similar
themes or
topics").
9b. Apply
grades 11–12
Reading
standards to
literary
nonfiction
(e.g.,
"Delineate
and evaluate
the reasoning
in seminal
U.S. texts,
including the
application of
constitutional
principles
and use of
legal
reasoning
[e.g., in U.S.
Supreme
Court Case
majority
opinions and
Opinions and

dissents] and	
the premises,	
purposes,	
and	
arguments in	
works of	
public	
advocacy	
[e.g., The	
Federalist,	
presidential	
addresses]").	
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.	
addicties.	