# ENGLISH LANGUAGE ARTS CURRICULUM

# Yorkville CUSD 115

**REVISIONS COMPLETED: OCTOBER 2021**

# Yorkville CUSD 115 - Language Arts Curriculum

## Table of Contents

## High School ELA Electives:

# Acknowledgements

During the 2018-2019 school year, our school district undertook the challenge to make necessary revisions to our K-12 ELA curriculum document. In particular, was the interest to improve our rigor and more readily match our curriculum to district approved assessments. We also embraced the prioritization work of Larry Ainsworth in this process. Thanks for the time and sacrifice to the many members for the multitude of work each contributed to the creation of these curriculum revisions. Year in and year out, this committee and all related to it demonstrate a passion for their work and a true commitment to the students they serve. We are thankful for their contributions and continued leadership.

## English Language Arts SAC Members 2018-2019

| | | |
|---|---|---|
| Jen Alice | Kelly Harris | Nathan Schroll |
| Ashley Badger | Traci Johnigk | Megan Stemmet |
| Jessica Bantz | Kelsey Kacz | Katherine Strauss |
| Sandy Berge | Lauren Keavney | Melissa Walter |
| Stephanie Buerger | Melissa Majerski | Jackie Was |
| Kate Calder | Toni Morgan | Lauren Waters |
| Melissa Condon | Julie Peffley | Stephanie Weatherly |
| Nicole Dabros | Thomas Regnier | Kelli Williams |
| Beth Gambro | Jennifer Ripsch | Agata Wilusz |
| Melinda Graham | Lauren Santor | Michelle Wyeth |
| Audrey Gutzwiler | Roxanne Sautor | Joyce Yattoni |
| | | Kim Zoephel |

# Explanation of Coding and Numbering

The following example provides clarification on the coding and numbering used for each of the grade level and course curricula in District 115.

## Key Terms

*Outcome:* A positive statement about what the students themselves will do - verbs that describe specific, measurable action, and that has an end result.

*Component:* A statement that describes the knowing and understanding level thinking skills, both simple and complex. These skills are a result of students engaging in activities that may include questioning, research, experiments, collaboration, identification, analysis, summarization, and application.

### Explanation for "LA.1.3"

LA=Language Arts (subject area)
1=1st Grade (grade level or course)
3=Outcome Number

### Explanation for "LA.1.3.6"

LA=Language Arts (subject area)
1=1st Grade (grade level or course)
3=Outcome Number
6=Component Number

### Explanation for "SL.1.6"
This indicates common core alignment
SL=Domain
1=Grade Level
6=Standard in that Area

| LA.1.3 | Outcome: Students will participate in collaborative conversations with diverse partners and groups about grade 1 topics and texts. |
|---|---|
| | Students will . . . |
| | LA.1.3.1 | use agreed-upon rules for discussion (SL.1.1a) |
| | LA.1.3.2 | produce conversations by responding to the comments of others through multiple exchanges (SL.1.1b) |
| | LA.1.3.3 | formulate questions to clear up any confusion about the topics and texts under discussion (SL.1.1c) |
| | LA.1.3.4 | formulate questions about what a speaker says in order to gather more information (SL.1.3) |
| | LA.1.3.5 | use drawings or other visual displays when appropriate to clarify ideas, thoughts and feelings when speaking (SL.1.5) |
| | LA.1.3.6 | produce complete sentences when appropriate to task and situation (SL.1.6) |

*Note on publication: Page breaks were used between outcomes (tables) only where component language could not be read below an outcome.*

## Kindergarten - ELA - At a Glance

| | Outcome Description | Pacing (Quarter) | Testing Administration guidelines and tests, located in team drives, are located below |
|---|---|---|---|
| **All mastery levels are indicated at 85% or above for assessments at this level.** | | | |
| K.1 | Letters and Sounds | 1 | LA.K.1 Assessment Docs |
| K.2 | Print Concepts | 1 | LA.K.2 Assessment Docs |
| K.3 | Speaking and Listening | 1 | LA.K.3 Assessment Docs |
| K.4 | Phonics and Word Recognition | 2 | LA.K.4 Assessment Docs |
| K.5 | Comprehending Literary Text | 2 | LA.K.5 Assessment Docs |
| K.6 | Vocabulary Acquisition and Use | 2 | LA.K.6 Assessment Docs |
| K.7 | Advanced Phonics and Word Recognition | 3 | LA.K.7 Assessment Docs |
| K.8 | Phonological Awareness | 3 | LA.K.8 Assessment Docs |
| K.9 | Comprehending Informational Text | 3 | LA.K.9 Assessment Docs |
| K.10 | Production and Distribution of Writing – Informative and Opinion | 3 | LA.K.10 Assessment Docs |
| K.11 | Integration of Knowledge and Ideas | 4 | LA.K.11 Assessment Docs |
| K.12 | Grammar and Usage (Speaking and Writing) | 4 | LA.K.12 Assessment Docs |
| K.13 | Vocabulary Acquisition and Use | 4 | LA.K.13 Assessment Docs |
| K.14 | Production and Distribution of Writing – Narration | 4 | LA.K.14 Assessment Docs |
| K.15 | Text Reading Strategies | YL | LA.K Year Long Docs |
| K.16 | High-Frequency Words | YL | |

# Kindergarten ELA Curriculum

| LA.K.1 | Outcome 1: Letters and Sounds | Pacing: 1st Quarter |
|---|---|---|
| | Students will apply grade-level phonics skills in identifying letters and sounds and writing letters. | |
| | Student will... | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.K.1.1 | identify and name all upper- and lowercase letters of the alphabet. (RF.K.1d) | P |
| LA.K.1.2 | print upper and lowercase letters. (L.K.1a) | P |
| LA.K.1.3 | identify the primary sound for all upper- and lowercase letters of the alphabet. (RF.K.3a) | P |
| LA.K.1.4 | Use a combination of drawing and letters when writing to convey meaning. | P |

| LA.K.2 | Outcome 2: Print Concepts | Pacing: 1st Quarter |
|---|---|---|
| | Students will locate and show the organization and basic features of text. | |
| | Students will... | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.K.2.1 | identify the front cover, back cover, and title page of a book. (RI.K.5) | S |
| LA.K.2.2 | locate the capital letter in simple text. (local) | S |
| LA.K.2.3 | distinguish between letters, words, sentences, and punctuation within text. (RF.K.1b) | S |
| LA.K.2.4 | recognize and name end punctuation (question mark, period, exclamation point). (L.K.2b) | S |

| LA.K.3 | **Outcome 3: Speaking and Listening** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will apply communicative norms in collaborative conversations about kindergarten topics and texts with peers and adults in small and large groups.** | |

| | Students will... | |
|---|---|---|
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.K.3.1 | describe familiar people, places, things, and events with prompting and support to provide additional detail. (SL.K.4) | S |
| LA.K.3.2 | speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6) | P |
| LA.K.3.3 | use words and phrases acquired through conversations, reading and being read to while responding to texts. (L.K.6) | S |
| LA.K.3.4 | follow agreed-upon rules for discussions while listening to others and taking turns speaking. (SL.K.1a) | P |
| LA.K.3.5 | continue a conversation through multiple exchanges. (SL.K1b) | P |
| LA.K.3.6 | recall information from experiences or gather information from provided sources to answer a question with guidance and support. (W.K.8) | S |

| LA.K.4 | **Outcome 4: Phonics and Word Recognition** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will apply grade-level phonics and word analysis skills when encoding letters and decoding digraphs and vowel teams words.** | |

| | Students will... | |
|---|---|---|
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.K.4.1 | write the letter for consonant and short vowel sounds. (L.K.2c) | P |
| LA.K.4.2 | produce the sound associated with the following: oa, ie, ai, ee, ue (see Appendix B). (RF.K.3b) | S |
| LA.K.4.3 | produce the sound for the following digraphs: sh, ch, and th (local) (see Appendix B). | S |
| LA.K.4.4 | use a combination of drawing and application of sound/symbol relationships when writing to convey meaning. | P |

| LA.K.5 | Outcome 5: Comprehending Literary Text | Pacing: 2nd Quarter |
|---|---|---|
| | Students will use key ideas and details and differentiate between story components in order to understand literary texts. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.K.5.1 | ask and answer questions about key details in a literary text with prompting and support. (RL.K.1, SL.K.2) | P |
| LA.K.5.2 | retell familiar stories with prompting and support. (RL.K.2) | P |
| LA.K.5.3 | identify characters, settings, and major events in a story with prompting and support. (RL.K.3) | P |
| LA.K.5.4 | compare and contrast the adventures and experiences of characters in familiar stories with prompting and support. (RL.K.9) | P |
| LA.K.5.5 | confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood (SL.K.2) | S |


| LA.K.6 | Outcome 6: Vocabulary Acquisition and Use | Pacing: 2nd Quarter |
|---|---|---|
| | Students will utilize word relationships and nuances in word meanings in order to exhibit grade-level vocabulary. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.K.6.1 | sort common objects into categories (ex. shapes, foods) to gain a sense of the concepts the categories represent. (L.K.5a) | S |
| LA.K.6.2 | relate frequently occurring verbs and adjectives to their opposites. (L.K.5b) | S |
| LA.K.6.3 | identify real-life connections between words and their use with guidance and support (ex. note places at school that are *colorful*). (L.K.5c) | S |
| LA.K.6.4 | distinguish shades of meaning among verbs describing the same general action (ex. *walk, march, strut, prance*) by acting out the meanings. (L.K.5d) | S |

| LA.K.7 | **Outcome 7: Advanced Phonics and Word Recognition** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will apply grade-level phonics and word analysis skills to decode and spell words.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.K.7.1 | distinguish the sounds of the letters that differ in similarly spelled words. (RF.K.3d) | S |
| LA.K.7.2 | apply knowledge of the following word families by fluently reading words that contain them (local) (see Appendix A). | S |
| LA.K.7.3 | apply decoding strategies to read common consonant-vowel-consonant words. (local) | P |
| LA.K.7.4 | spell simple CVC words phonetically using letter-sound correspondence in written form. (L.K.2d) | P |

| LA.K.8 | **Outcome 8: Phonological Awareness** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will modify oral language by manipulating spoken words, syllables, and sounds.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.K.8.1 | segment a spoken word into onset and rime. (RF.K.2c) | P |
| LA.K.8.2 | pronounce a single-syllable word when provided an onset and rime. (RF.K.2c) | P |
| LA.K.8.3 | produce and segment each phoneme in a consonant-vowel-consonant word. (RF.K.2d) | P |
| LA.K.8.4 | produce a consonant-vowel-consonant word when given three phonemes. (RF.K.2d) | P |
| LA.K.8.5 | create a new word orally by adding, deleting or substituting individual sounds in simple, one-syllable words. (RF.K.2e) | P |
| LA.K.8.6 | recognize and produce rhyming words. (RF.K.2a) | P |
| LA.K.8.7 | pronounce and tell the number of syllables in a spoken word. (RF.K.2b) | P |
| LA.K.8.8 | combine two spoken syllables into one word. (RF.K.2b) | P |
| LA.K.8.9 | segment a spoken word into two syllables. (RF.K.2b) | P |

| LA.K.9 | Outcome 9: Comprehending Informational Text | Pacing: 3rd Quarter |
|---|---|---|
| | Students will apply comprehension skills in order to construct meaning from grade-level informational texts. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.K.9.1 | ask and answer questions about key details in informational texts with prompting and support. (RI.K.1) | P |
| LA.K.9.2 | identify the main topic and retell key ideas in an informational text with prompting and support. (RI.K.2) | P |
| LA.K.9.3 | describe the connection between two individuals, events, ideas, or pieces of information in literary and informational text with prompting and support. (RI.K.3) | S |
| LA.K.9.4 | identify the reasons an author gives to support points in informational text with prompting and support. (RI.K.8) | S |
| LA.K.9.5 | identify basic similarities in and differences between two texts on the same topic with prompting and support (e.g., in illustrations, descriptions, or procedures). (RI.K.9) | P |
| LA.K.9.6 | Ask and answer questions about information from a speaker, offering appropriate elaboration and details (SL.K.3) | S |

| LA.K.10 | Outcome 10: Production and Distribution of Writing – Informative and Opinion | Pacing: 3rd Quarter |
|---|---|---|
| | Students will produce informative text and opinion pieces while adding details to convey meaning utilizing the writing process. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.K.10.1 | use a combination of drawing and writing to compose informative texts in which they name what they are writing about and supply some information about the topic. (W.K.2) | P |
| LA.K.10.2 | use a combination of drawing 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. (W.K.1) | P |
| LA.K.10.3 | add drawings or other visual displays to descriptions as desired to provide additional detail. (SL.K.5) | S |
| LA.K.10.4 | capitalize the first word in a sentence and the pronoun *I*. (L.K.2a) | P |

| LA.K.11 | Outcome 11: Integration of Knowledge and Ideas | Pacing: 4th Quarter |
|---|---|---|
| | Students will analyze grade-level literary and informational text in order to more fully comprehend text. | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.K.11.1 | explain the role of an author and illustrator of literature and informational texts. (RI.K.6, (RL.K.6) | S |
| LA.K.11.2 | identify common types of texts (literary, informational, poetry). (RL.K.5) | S |
| LA.K.11.3 | describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts) prompting and support. (RI.K.7) | S |
| LA.K.11.4 | describe the relationship between illustrations and the story in which they appear in a literary text (what moment in the story an illustration depicts) with prompting and support. (RL.K.7) | S |

| LA.K.12 | Outcome 12: Grammar and Usage (Speaking and Writing) | Pacing: 4th Quarter |
|---|---|---|
| | Students will utilize the conventions of standard English grammar and usage when writing or speaking. | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.K.12.1 | use frequently occurring nouns and verbs. (L.K.1b) | S |
| LA.K.12.2 | form regular plural nouns orally by adding /s/ or /es/. (L.K.1c) | S |
| LA.K.12.3 | use question words.  (L.K.1d) | S |
| LA.K.12.4 | use the most frequently occurring prepositions. (L.K.1e) | S |
| LA.K.12.5 | produce and expand complete sentences in shared language activities. (L.K.1f) | S |

| LA.K.13 | Outcome 13: Vocabulary Acquisition and Use | Pacing: 4th Quarter |
|---------|---------------------------------------------|---------------------|
| | Students will determine the meaning of unknown and multiple-meaning words and phrases in grade-level text. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|----------------------|-----------|------------------------------------------------|
| LA.K.13.1 | ask and answer questions about unknown words in fiction and nonfiction text using context clues with prompting and support. (RI.K.4, RL.K.4) | S |
| LA.K.13.2 | ask and answer questions to clarify something that is not understood. (SL.K.3) | S |
| LA.K.13.3 | identify new meanings for familiar words and apply them accurately (ex. knowing *duck* is a bird and learning the verb to *duck)*. (L.K.4a) | S |
| LA.K.13.4 | use the most frequently occurring inflections and affixes (see Appendix A)  as clues to the meaning of an unknown word. (L.K.4b) | S |

| LA.K.14 | Outcome 14: Production and Distribution of Writing – Narration | Pacing: 4th Quarter |
|---------|--------------------------------------------------------------|---------------------|
| | Students will narrate events and revise and publish text to convey meaning. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|----------------------|-----------|------------------------------------------------|
| LA.K.14.1 | use a combination of drawing 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.3) | P |
| LA.K.14.2 | with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5) | S |
| LA.K.14.3 | explore a variety of digital tools to produce and publish writing in collaboration with peers with guidance and support. (W.K.6) *Dual Taught ILT Standard* | S |
| LA.K.14.4 | participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). (W.K.7) *Dual Taught ILT Standard* | S |

| LA.K.15 | Outcome 15: Text Reading Strategies | Yearlong |
|---|---|---|
| | Students will apply strategies to read emergent-reader texts with accuracy, purpose and understanding. | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.K.15.1 | actively engage in group reading activities with purpose and understanding. (RL.K.10, RI.K.10) | P |
| LA.K.15.2 | predict what a text will be about based on the title, cover, and background information. (local) | P |
| LA.K.15.3 | apply one-to-one correspondence when reading simple text. (RF.K.1c) | P |
| LA.K.15.4 | demonstrate tracking words from left to right, top to bottom, and page by page. (RF.K.1a) | P |
| LA.K.15.5 | read emergent-reader texts with purpose and understanding. (RF.K.4,) | P |


| LA.K.16 | Outcome 16: High-Frequency Words | Yearlong |
|---|---|---|
| | Students will read common high-frequency words by sight | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.K.16.1 | read orally high-frequency words (see Appendix A). (RF.K.3c) | P |

# 1st Grade ELA - At a Glance

| | Outcome Description | Pacing (Quarter) | Testing Administration guidelines and tests, located in team drives, are located below |
|---|---|---|---|
| All mastery levels are indicated at 85% or above for assessments at this level. | | | |
| 1.1 | Phonological Awareness | 1 | LA.1.1 Assessment Docs |
| 1.2 | Print Concepts | 1 | LA.1.2 Assessment Docs |
| 1.3 | Speaking and Listening | 1 | LA.1.3 Assessment Docs |
| 1.4 | Phonics and Word Recognition | 2 | LA.1.4 Assessment Docs |
| 1.5 | Key Ideas and Details in Literature | 2 | LA.1.5 Assessment Docs |
| 1.6 | Vocabulary Acquisition & Use | 2 | LA.1.6 Assessment Docs |
| 1.7 | Advanced Phonics and Word Recognition | 3/4 | LA.1.7 Assessment Docs |
| 1.8 | Vocabulary and Word Study | 3 | LA.1.8 Assessment Docs |
| 1.9 | Key Ideas and Details in Informational Text | 3 | LA.1.9 Assessment Docs |
| 1.10 | Nouns and Verbs | 3 | LA.1.10 Assessment Docs |
| 1.11 | Integration of Knowledge and Ideas | 4 | LA.1.11 Assessment Docs |
| 1.12 | Production & Distribution of Writing | 4 | LA.1.12 Assessment Docs |
| 1.13 | Adjectives, Conjunctions, Determiners, Prepositions | 4 | LA.1.13 Assessment Docs |
| 1.14 | Irregularly Spelled Words | YL | LA.1 Year Long Docs |
| 1.15 | Range of Reading and Level of Text Complexity | YL | |
| 1.16 | Composing Narrative, Informative, and Opinion Writing | YL | |

# 1st Grade Language Arts Curriculum

| LA.1.1 | **Outcome 1: Phonological Awareness** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will demonstrate correct manipulation of spoken words, syllables and sounds.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.1.1.1 | produce single-syllable words orally by blending sounds (phonemes), including consonant blends (ex. c-a-t and students say *cat*, b-l-a-ck and students say *black*). (RF.1.2b) | P |
| LA.1.1.2 | produce single-syllable words orally by blending onsets and rimes (ex. c-at says *cat*, bl-ack says *black*). (RF.1.2b) | P |
| LA.1.1.3 | isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c) | P |
| LA.1.1.4 | segment spoken single-syllable words into their complete sequence of individual sounds/phonemes (ex. *cat* and students say c-a-t, *black* and students say b-l-a-ck ). (RF.1.2d) | P |
| LA.1.1.5 | substitute and delete initial phonemes in single syllable words. (local) | P |

| LA.1.2 | **Outcome 2: Print Concepts** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will locate and show basic print concepts in words and sentences.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.1.2.1 | locate and show the first word in a sentence. (RF.1.1a) | S |
| LA.1.2.2 | locate and show the beginning capital letter in a sentence. (RF.1.1a) | S |
| LA.1.2.3 | locate and show the ending punctuation in a sentence. (RF.1.1a) | S |

| LA.1.3 | **Outcome 3: Speaking and Listening** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will communicate in collaborative conversations with diverse partners and groups about first grade topics and texts.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.1.3.1 | use agreed-upon rules for discussion (ex. listening to others with care, speaking one at a time). (SL.1.1a) | P |
| LA.1.3.2 | produce conversations by responding to the comments of others through multiple exchanges. (SL.1.1b) | S |
| LA.1.3.3 | formulate questions to clear up any confusion or gain more information about what a speaker says. (SL.1.1c) (SL.1.3) | S |
| LA.1.3.4 | use drawings or other visual displays when appropriate to clarify ideas, thoughts and feelings when speaking. (SL.1.5) | S |
| LA.1.3.5 | produce complete sentences when appropriate to task and situation. (SL.1.6) | S |

| LA.1.4 | **Outcome 4: Phonics and Word Recognition** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will apply phonics skills in decoding and spelling words.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.1.4.1 | decode regularly spelled one-syllable CVC words in a sentence. (RF.1.3b) | P |
| LA.1.4.2 | decode regularly spelled one-syllable words containing initial and final consonant blends (see Appendix C). (RF.1.3b) | P |
| LA.1.4.3 | distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2a) | S |
| LA.1.4.4 | decode and read digraphs in words (see Appendix C). (RF.1.3a) | P |
| LA.1.4.5 | decode long vowel words containing the final -e pattern. (see Appendix C). (RF.1.3c) | P |
| LA.1.4.6 | use conventional spelling for words with common spelling patterns (see Appendix C and Appendix D). (L.1.2.d) | P |
| LA.1.4.7 | spell untaught words phonetically drawing on phonemic awareness and spelling conventions. (L.1.2e) | P |

| LA.1.5 | Outcome 5: Key Ideas and Details (Literature) | Pacing: 2nd Quarter |
|---|---|---|
| | Students will use key ideas and details to comprehend literature. | |
| | Students will… | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.1.5.1 | ask and answer questions about key details in a text. (RL.1.1) | P |
| LA.1.5.2 | retell stories including key details. (RL.1.2) | P |
| LA.1.5.3 | describe characters, settings, and major events in sequence within a story using key details. (RL.1.3) | P |
| LA.1.5.4 | use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7) | P |
| LA.1.5.5 | identify the problem and solution in a story. (local) | P |
| LA.1.5.6 | compare and contrast the adventures and experiences of characters in stories. (RL.1.9) | P |
| LA.1.5.7 | ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL 1.2) | S |
| LA.1.5.8 | describe people, places, things and events with relevant details, expressing ideas and feelings clearly. (SL.1.4) | S |

| LA.1.6 | Outcome 6: Vocabulary Acquisition and Use | Pacing: 2nd Quarter |
|---|---|---|
| | Students will distinguish between and use a variety of vocabulary words. | |
| | Students will… | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.1.6.1 | categorize words to gain a sense of the concepts the categories represent. (L.1.5a) | S |
| LA.1.6.2 | define words by category and by two key attributes (ex. a duck is a bird that swims; a tiger is a cat with stripes). (L.1.5b) | S |
| LA.1.6.3 | identify real-life connections between words and their use (ex. note places at home that are cozy). (L.1.5c) | S |
| LA.1.6.4 | distinguish meaning among verbs differing in manner. (L.1.5d) | S |
| LA.1.6.5 | distinguish meaning between adjectives differing in intensity by defining or acting out. (L.1.5d) | S |

| LA.1.7 | **Outcome 7: Advanced Phonics and Word Recognition** | **Pacing: 3/4th Quarter** |
|---|---|---|
| | **Students will apply phonics and word analysis skills to decode and spell words.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.1.7.1 | decode regular long vowel teams (local) (see Appendix C). | P |
| LA.1.7.2 | decode irregular vowel teams (local) (see Appendix C). | P |
| LA.1.7.3 | decode words with y as an ending vowel (local)  (see Appendix C). | P |
| LA.1.7.4 | decode two-syllable words following basic patterns by breaking the words into syllables, including compound words and words ending in "le". (RF.1.3e) | P |
| LA.1.7.5 | identify the number of syllables in a word based on the knowledge that every syllable must have a vowel sound. (RF.1.3d) | P |
| LA.1.7.6 | read grade-level appropriate contraction words (local) (see Appendix C). | P |
| LA.1.7.7 | use conventional spelling with words with common spelling patterns (see Appendix C and Appendix D). (L.1.2d) | P |

| LA.1.8 | **Outcome 8: Vocabulary and Word Study** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will apply word study skills to read and to comprehend new vocabulary words.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.1.8.1 | use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4a) | S |
| LA.1.8.2 | use frequently occurring affixes as a clue to the meaning of a word (see Appendix O). (L.1.4b) | S |
| LA.1.8.3 | read words with inflectional endings (see Appendix C). (RF.1.3f) | P |
| LA.1.8.4 | identify frequently occurring root words and their inflectional forms (ex. identify look in looks, looked or looking/identify -s in walks, -ed in walked or -ing in walking). (L.1.4c) | P |

| LA.1.9 | Outcome 9: Key Ideas and Details (Informational Text) | Pacing: 3rd Quarter |
|---|---|---|
| | Students will use key ideas and details to comprehend informational text. | |
| | Students will… | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.1.9.1 | ask and answer questions about key details in text. (RI.1.1) | P |
| LA.1.9.2 | use illustrations and details in a text to describe its key ideas. (RI.1.7) | S |
| LA.1.9.3 | identify the main topic and retell key details of a text. (RI.1.2) | P |
| LA.1.9.4 | identify the reasons an author gives to support points in a text. (RI.1.8) | S |
| LA.1.9.5 | ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) | S |
| LA.1.9.6 | distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6) | S |
| LA.1.9.7 | ask and answer questions about key details in a text read aloud, information presented orally, or through other media. (SL.1.2) | S |

| LA.1.10 | Outcome 10: Nouns and Verbs | Pacing: 3rd Quarter |
|---|---|---|
| | Students will use nouns and verbs in correct form when writing. | |
| | Students will… | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.1.10.1 | use common, proper and possessive nouns. (L.1.1b) | P |
| LA.1.10.2 | capitalize dates and names of people. (L.1.2a) | P |
| LA.1.10.3 | use singular and plural nouns with matching verbs in basic sentences. (L.1.1c) | P |
| LA.1.10.4 | use personal, possessive and indefinite pronouns (ex. I, me, my, they, them, their, anyone, everything). (L.1.1d) | P |
| LA.1.10.5 | use verbs to convey a sense of past, present, and future (ex. Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (L.1.1.e) | P |
| LA.1.10.6 | read grade level appropriate abbreviations (local) (Mr., Mrs., Miss, Ms., Dr.). | S |

| LA.1.11 | Outcome 11: Integration of Knowledge and Ideas | Pacing: 4th Quarter |
|---|---|---|
| | Students will analyze text structure and content in order to comprehend a variety of written material. | |
| | Students will… | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.1.11.1 | explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. (RL.1.5) | P |
| LA.1.11.2 | identify the central message or lesson. (RL.1.2) | P |
| LA.1.11.3 | identify words and phrases in stories or poems that suggest feeling or appeal to senses. (RL.1.4) | S |
| LA.1.11.4 | identify who is telling the story at various points in a text. (RL.1.6) | S |
| LA.1.11.5 | describe the connection between two individuals, events, ideas or pieces of information in an informational text. (RI.1.3) | S |
| LA.1.11.6 | identify and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5) | P |
| LA.1.11.7 | identify basic similarities and differences between two texts on the same topic (in illustrations, descriptions or procedures). (RI.1.9) | P |

| LA.1.12 | Outcome 12: Production and Distribution of Writing | Pacing: 4th Quarter |
|---|---|---|
| | Students will produce and strengthen writing, participating in the writing process, to produce writing with correct conventions. | |
| | Students will… | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.1.12.1 | write first name, last name and date (ex. August 1, 2013) on the top left corner of published writing (local) (see Appendix T). | S |
| LA.1.12.2 | revise by adding details to strengthen writing as needed in response to questions and suggestions from peers with guidance and support. (W.1.5) | S |
| LA.1.12.3 | use digital tools to produce and publish writing with guidance and support from adults and peers. (W.1.6) *Dual Taught ILT Standard* | S |
| LA.1.12.4 | participate in shared research and writing projects. (W.1.7) *Dual Taught ILT Standard* | S |
| LA.1.12.5 | compose a written answer to questions using provided sources or student background knowledge. (W.1.8) *Dual Taught ILT Standard* | S |
| LA.1.12.6 | use commas in dates. (L.1.2c) | P |

| LA.1.12.7 | use commas to separate single words in a series. (L.1.2c) | P |
|---|---|---|
| LA.1.12.8 | use end punctuation for sentences. (L.1.2b) | P |
| LA.1.12.9 | produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. (L.1.1j) | S |
| LA.1.12.10 | write all upper and lowercase letters with correct letter placement. (L.1.1a) | P |

| **LA.1.13** | **Outcome 13: Adjectives, Conjunctions, Determiners, Prepositions** | **Pacing: 4th Quarter** |
|---|---|---|
| | **Students will use adjectives, conjunctions, determiners and prepositions to enhance sentences in writing.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.1.13.1 | use frequently occurring adjectives. (L.1.1f) | P |
| LA.1.13.2 | use frequently occurring conjunctions (ex. and, but, or, so, because).  (L.1.1g) (L.1.6) | S |
| LA.1.13.3 | use determiners (articles/demonstratives). (L.1.1h) | S |
| LA.1.13.4 | use frequently occurring prepositions (ex. during, beyond, toward). (L.1.1i) | S |

| **LA.1.14** | **Outcome 14: Read and Spell Irregularly Spelled Words** | **Pacing: Year Long** |
|---|---|---|
| | **Students will recognize, read, and spell grade level appropriate irregularly spelled words.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.1.14.1 | read grade level appropriate irregularly spelled (high frequency) words (see Appendix F). (RF.1.3g) | P |
| LA.1.14.2 | spell frequently occurring irregular words correctly (see Appendix E). (L.1.2d) | P |

| LA.1.15 | **Outcome 15: Range of Reading & Fluency** | **Pacing: Year Long** |
|---|---|---|
| | **Students will read with sufficient accuracy and fluency to support comprehension.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.1.15.1 | read grade-level text with purpose and understanding. (RF.1.4a) | P |
| LA.1.15.2 | read grade-level text orally with accuracy, appropriate rate, and expression. (RF.1.4b) | P |
| LA.1.15.3 | Use context to confirm or self-correct words while reading. (RF.1.4c) | P |
| LA.1.15.4 | read prose and poetry of appropriate complexity for first grade with prompting and support. (RL.1.10) | P |
| LA.1.15.5 | read informational texts of appropriate complexity for first grade. (RI.1.10) | P |

| LA.1.16 | **Outcome 16: Writing: Composing Narrative, Informative, and Opinion Writing** | **Pacing: Year Long** |
|---|---|---|
| | **Students will write opinion pieces, informative/explanatory texts, and narratives in which they provide a topic or story, use details or elaboration, and provide a sense of closure.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.1.16.1 | compose sentences that describe an experience or provides information (local) | P |
| LA.1.16.2 | compose narratives in which students recount two or more appropriately sequenced events, include details about what happened, use transition words to signal order and create a closing statement (W.1.3) | P |
| LA.1.16.3 | compose informative/explanatory texts in which the student will name a topic, supply three details about the topic, and create a closing sentence. (W.1.2) | P |
| LA.1.16.4 | compose opinion pieces that introduce a topic, state an opinion, supply a reason, and create a closing sentence. (W.1.1) | P |

# 2nd Grade ELA - At a Glance

| | Outcome Description | Pacing (Quarter) | Testing Administration guidelines and tests, located in team drives, are located below |
|---|---|---|---|
| All mastery levels are indicated at 85% or above for assessments at this level. | | | |
| 2.1 | Key Ideas & Details: Literature - Retell | 1 | LA.2.1 Assessment Docs |
| 2.2 | Key Ideas & Details: Literature - Literary Elements | 1 | LA.2.2 Assessment Docs |
| 2.3 | Language: Nouns | 1 | LA.2.3 Assessment Docs |
| 2.4 | Informational Text: Key Ideas & Details, Craft & Structure | 2 | LA.2.4 Assessment Docs |
| 2.5 | Language: Verbs & Contractions | 2 | LA.2.5 Assessment Docs |
| 2.6 | Speaking & Listening: Comprehension & Collaboration | 2 | LA.2.6 Assessment Docs |
| 2.7 | Language: Adjectives, Adverbs, Abbreviations | 3 | LA.2.7 Assessment Docs |
| 2.8 | Literature: Key Ideas & Details, Craft & Structure | 3 | LA.2.8 Assessment Docs |
| 2.9 | Literature: Craft & Structure | 3 | LA.2.9 Assessment Docs |
| 2.10 | Literature & Informational Text | 4 | LA.2.10 Assessment Docs |
| 2.11 | Vocabulary | 4 | LA.2.11 Assessment Docs |
| 2.12 | Production & Distribution of Writing | YL | LA.2 Year Long Docs |
| 2.13 | Production & Distribution of Writing | YL | |
| 2.14 | Range of Reading & Fluency | YL | |
| 2.15 | Phonics & Word Recognition | YL | |
| 2.16 | Speaking & Listening: Comprehension & Collaboration | YL | |

# 2<sup>nd</sup> Grade Language Arts Curriculum

| LA.2.1 | **Outcome 1: Key Ideas & Details: Literature** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will analyze the literary elements of a text, including the importance of character and setting, in order to retell the text.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.2.1.1 | ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text (characters, setting, beginning, middle, end, problem, solution). (RL.2.1) | P |
| LA.2.1.2 | describe how characters (major & minor) in a story respond to major events and challenges. (RL.2.3) | P |
| LA.2.1.3 | analyze the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5) | P |
| LA.2.1.4 | use information gained from illustrations and words in print or digital text to demonstrate comprehension of character, setting, and plot. (RL.2.7) | P |


| LA.2.2 | **Outcome 2: Key Ideas & Details: Literature** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will analyze the literary elements of a text to determine the main idea and the importance of character, setting, and plot.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.2.2.1 | compare and contrast two characters within the same and between different stories. (local) | S |
| LA.2.2.2 | describe how the characters and/or setting influence the story. (local) | S |
| LA.2.2.3 | make a prediction and support the prediction with evidence from the story. (local) | S |
| LA.2.2.4 | state the main idea of a story, passage, or poem with teacher support. (local) | S |

| LA.2.3 | **Outcome 3: Language: Nouns** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will use collective nouns, irregular plural nouns, proper nouns, and reflexive pronoun.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.2.3.1 | form and use frequently occurring irregular plural nouns (ex. feet, children, mice, teeth, fish). (L.2.1b) | P |
| LA.2.3.2 | use collective nouns (ex. group).  (L.2.1a) | S |
| LA.2.3.3 | capitalize proper nouns (ex. holidays, product names, geographic names). (L.2.2a) | S |
| LA.2.3.4 | use reflexive pronouns (ex. ourselves, myself). (L.2.1c) | S |
| LA.2.3.5 | use an apostrophe to form frequently occurring possessives. (L.2.2c) | S |

| LA.2.4 | **Outcome 4: Informational Text: Key Ideas & Details, Craft & Structure** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will analyze elements of a text including main idea and supporting details in informational text.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.2.4.1 | describe why the author needs evidence to support an idea or topic. (RI.2.8) | P |
| LA.2.4.2 | compare and contrast the most important points presented by two texts on the same topic. (RI.2.9) | P |
| LA.2.4.3 | identify the main topic of a multiple paragraph text as well as the focus of specific paragraphs within the text. (RI.2.2) | P |
| LA.2.4.4 | identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6) | P |
| LA.2.4.5 | state the main idea in an informational text. (RI.2.2) | S |
| LA.2.4.6 | demonstrate the use of various informational text features to locate facts for information in a text efficiently (ex. caption, bold  print, heading, subheading, glossary, index, italics, electronic menus, and icons). (RI.2.5) | S |
| LA.2.4.7 | summarize an informational text, with teacher support,which includes important facts and detail (who, what, where, when, how).  (RI.2.1) | S |
| LA.2.4.8 | describe the connection between scientific ideas or concepts, historical events, or steps in technical procedures in a text (ex. life cycle of living things). (RI.2.3) | S |

| LA.2.4.9 | explain how specific images contribute to and clarify a text (ex. a diagram showing how a machine works). (RI.2.7) | S |
|---|---|---|
| LA.2.4.10 | show, by labeling a diagram corresponding to an informational text, how specific images (ex. a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7) | S |

| **LA.2.5** | **Outcome 5: Language: Verbs & Contractions** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will determine use of verbs and contractions.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.2.5.1 | form and use the past tense of frequently occurring irregular verbs (ex. sat, hid, told).  (L.2.1d) | P |
| LA.2.5.2 | distinguish shades of meaning among closely related verbs (ex. toss, throw, hurl).  (L.2.5b) | S |
| LA.2.5.3 | use an apostrophe to form contractions (see Appendix G). (L.2.2c) | S |

| **LA.2.6** | **Outcome 6: Speaking & Listening: Comprehension & Collaboration** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will restate information orally, as well as ask and answer questions, in order to demonstrate comprehension of a topic or issue.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.2.6.1 | retell or describe key ideas or details from a text read aloud, information presented orally or through other media. (SL.2.2) | S |
| LA.2.6.2 | ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (SL.2.3) | S |
| LA.2.6.3 | speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.2.6) | S |

| LA.2.7 | Outcome 7: Language: Adjectives, Adverbs, Abbreviations | Pacing: 3rd Quarter |
| --- | --- | --- |
| | Students will distinguish between the use of adjectives and adverbs depending on the context and will differentiate between synonyms/antonyms and abbreviations. | |
| | Students will… | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.2.7.1 | use adjectives and adverbs and choose between them depending on what is to be modified. (L.2.1e) | S |
| LA.2.7.2 | distinguish shades of meaning among closely related adjectives (ex. thin, slender, skinny, scrawny).  (L.2.5b) | S |
| LA.2.7.3 | identify synonyms and antonyms (ex. describe foods that are spicy or juicy). (L.2.5a) | S |
| LA.2.7.4 | Identify and write common abbreviations (see Appendix O) | S |

| LA.2.8 | Outcome 8: Literature: Key Ideas & Details, Craft & Structure | Pacing: 3rd Quarter |
| --- | --- | --- |
| | Students will interpret text through comparisons and point of view in order to comprehend. | |
| | Students will… | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.2.8.1 | compare and contrast two or more versions of the same story (ex. Cinderella stories by different authors or cultures). (RL.2.9) | P |
| LA.2.8.2 | determine the central message, lesson, or moral in stories, including fables and folktales. (RL.2.2) | P |
| LA.2.8.3 | summarize stories, including fables and folktales from diverse cultures, in a written paragraph with teacher support. (RL.2.2) | S |
| LA.2.8.4 | analyze the differences in points of view of characters in various stories. (RL.2.6) | S |
| LA.2.8.5 | demonstrate the point of view of different characters by speaking in a different voice for each character when reading dialogue aloud. (RL.2.6) | S |

| LA.2.9 | Outcome 9: Literature: Craft & Structure | Pacing: 3rd Quarter |
|---|---|---|
| | Students will analyze how words and phrases supply rhythm and meaning within a variety of texts and locate forms of figurative language in order to comprehend and enhance writing. | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.2.9.1 | locate and describe how words and phrases supply rhythm and meaning within stories, poems, or songs (ex.regular beats, rhymes, repeated lines). (RL.2.4) | S |
| LA.2.9.2 | locate alliteration, similes, personification and onomatopoeia in stories, poems, or songs (see Appendix Q). (RL.2.4) | S |
| LA.2.9.3 | use alliteration, similes, personification, or onomatopoeia in writing. (RL.2.4) | S |

| LA.2.10 | Outcome 10: Literature & Informational Text | Pacing: 4th Quarter |
|---|---|---|
| | Students will produce a summary in written form and distinguish between cause and effect relationships. | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.2.10.1 | summarize a passage or story, in written form. (RL.2.1) | P |
| LA.2.10.2 | summarize an informational text, in written form. (RI.2.1) | P |
| LA.2.10.3 | identify, with guidance and support, the cause and effect relationships within a story or poem. (local) | S |

| LA.2.11 | Outcome 11: Vocabulary | Pacing: 4th Quarter |
|---|---|---|
| | Students will determine the meaning of words using prefixes, suffixes, and root words, form possessives by properly using an apostrophe, and use reference materials to check spelling. | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.2.11.1 | construct the meaning of the new word formed when a known prefix is added to a known word (ex. happy/unhappy, tell/retell) (see Appendix O). (L.2.4b) | S |

| LA.2.11.2 | apply known root words as a clue to the meaning of an unknown word with the same root (ex. addition, additional).  (L.2.4c) | S |
|---|---|---|
| LA.2.11.3 | determine the meaning of the new word formed when a known suffix is added to the known word (ex. help/helpful, kind/kindness) (local) (see Appendix O). | S |
| LA.2.11.4 | use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4a) | S |
| LA.2.11.5 | describe things in the correct context using newly acquired vocabulary. (L.2.6) | S |
| LA.2.11.6 | apply word meanings to predict the meaning of compound words (ex. birdhouse, bookmark, lighthouse).  (L.2.4d) | S |
| LA.2.11.7 | Reference glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  (L.2.4e) | S |

| LA.2.12 | **Outcome 12: Production & Distribution of Writing** | **Pacing: Year Long** |
|---|---|---|
| | **Students will produce a friendly letter, a narrative, an informative/explanatory piece based on research, compose an opinion piece incorporating all appropriate formatting procedures, and will orally present a story to an audience.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.2.12.1 | write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3) | P |
| LA.2.12.2 | write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement. (W.2.2) | P |
| LA.2.12.3 | 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 to connect opinion and reasons, and provide a concluding statement. (W.2.1) | P |
| LA.2.12.4 | write friendly letters using commas in greetings and  closings of letters. (L.2.2b) | S |
| LA.2.12.5 | recall information from experiences or gather information from provided sources to answer a question. (W.2.8) | S |
| LA.2.12.6 | participate in shared research and writing projects (ex. read a number of books on a single topic to produce a report; record science observations). (W.2.7) | S |

| LA.2.13 | Outcome 13: Production and Distribution of Writing | Pacing: Year Long |
|---|---|---|
| | Students will revise and edit essays with guidance, use proper sentence structure and conventions in written pieces, and use  a variety of digital tools to produce and publish writing. | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.2.13.1 | produce, expand, and rearrange complete simple and compound sentences. (ex. The boy watched the movie; The little boy watched the movie.; The action movie was watched by the little boy.). (L.2.1f) | S |
| LA.2.13.2 | use language and conventions when writing to compare formal and informal uses of English (ex. journal entry compared to expository paragraph). (L.2.3a) | S |
| LA.2.13.3 | create audio recordings of stories or poems; add drawings or other visual displays to stories when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5) *Dual Taught ILT Standard* | S |
| LA.2.13.4 | apply proper sentence structure and conventions when writing. (L.2.3a) | S |
| LA.2.13.5 | use a variety of digital tools to produce and publish writing, including collaboration with peers with guidance and support from adults. (W.2.6) *Dual Taught ILT Standard* | S |
| LA.2.13.6 | forms individual letters and combines cursive letters using proper formation (state law) | S |
| LA.2.13.7 | consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.2e) | S |

| LA.2.14 | Outcome 14: Range of Reading and Fluency | Pacing: Year Long |
|---|---|---|
| | Students will read with sufficient accuracy and fluency to support comprehension. | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.2.14.1 | read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year. (RL.2.10) | P |
| LA.2.14.2 | read and comprehend informational texts including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year. (RI.2.10) | P |
| LA.2.14.3 | read grade-level text with purpose and understanding. (RF.2.4a) | P |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.2.14.4 | read grade-level text orally with accuracy, appropriate rate, and expression. (RF.2.4b) | P |
| LA.2.14.5 | self-correct word recognition and use context to confirm understanding. (RF.2.4c) | P |

| LA.2.15 | **Outcome 15: Phonics & Word Recognition** | **Pacing: Year Long** |
|---|---|---|
| | **Students will apply grade-level phonics and word analysis skills in decoding words.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.2.15.1 | distinguish long and short vowels when reading  regularly spelled one-syllable words. (RF.2.3a) | P |
| LA.2.15.2 | decode regularly spelled two-syllable words with long vowels (see Appendix J). (RF.2.3c) | P |
| LA.2.15.3 | apply spelling-sound correspondences for common vowel sounds (see Appendix G & Appendix H).  (RF.2.3b) | S |
| LA.2.15.4 | Recognize and read grade-appropriate irregularly spelling words (high-frequency words) (RF.2.3f) (see Appendix I) | P |
| LA.2.15.5 | decode words with common prefixes and suffixes (see Appendix O, Appendix G, & Appendix H).  (RF.2.3d) | S |
| LA.2.15.6 | identify words with inconsistent but common spelling-sound correspondences (ex. explain that *ie* can be pronounced as a long *i* as in *pie*, or pronounced as long *e* in *field, ea* can be pronounced as a long *e* in *beach* or pronounced as short *e* as in *head, ow* can be pronounced as long *o* in *know* or pronounced *ow* as in *how* (see Appendix H & Appendix G). (RF.2.3e) | S |
| LA.2.15.7 | Generalize learned spelling patterns when writing words (e.g., *cage* → *badge; boy* → *boil*). (L.2.2d) (Appendix H & Appendix G) | S |

| LA.2.16 | **Outcome 16: Speaking & Listening: Comprehension & Collaboration** | **Pacing: Year Long** |
|---|---|---|
| | **Students will apply agreed upon rules for discussion and build on conversation by linking their own comments and remarks.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.2.16.1 | apply agreed upon rules for discussion (ex. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and text under discussion).  (SL.2.1a) | S |

| | | |
|---|---|---|
| LA.2.16.2 | elaborate in conversations by linking comments to the remarks of others. (SL.2.1b) | S |
| LA.2.16.3 | ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.2.1c) | S |
| LA.2.16.4 | tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.2.4) | S |

## 3rd Grade ELA - At a Glance

| | Outcome Description | Pacing (Quarter) | Testing Administration guidelines and tests, located in team drives, are located below |
|---|---|---|---|
| All mastery levels are indicated at 85% or above for assessments at this level. | | | |
| 3.1 | Literature: Key Ideas and Details | 1 | LA.3.1 Assessment Docs |
| 3.2 | Informational Text: Key Ideas and Details | 1 | LA.3.2 Assessment Docs |
| 3.3 | Noun Usage | 1 | LA.3.3 Assessment Docs |
| 3.4 | Literature: Craft and Structure | 2 | LA.3.4 Assessment Docs |
| 3.5 | Verb Usage | 2 | LA.3.5 Assessment Docs |
| 3.6 | Synthesizing Notes | 2 | LA.3.6 Assessment Docs |
| 3.7 | Research Project | 3 | LA.3.7 Assessment Docs |
| 3.8 | Prefixes and Suffixes | 3 | LA.3.8 Assessment Docs |
| 3.9 | Literature: Integration of Knowledge and Ideas | 4 | LA.3.9 Assessment Docs |
| 3.10 | Phonics and Word Recognition | YL | LA.3 Year Long Docs |
| 3.11 | Range of Reading and Fluency | YL | |
| 3.12 | Vocabulary Acquisition | YL | |
| 3.13 | Speaking and Listening | YL | |
| 3.14 | Range of Writing | YL | |
| 3.15 | Conventions | YL | |
| 3.16 | Production and Distribution of Writing | YL | |

# 3rd Grade Language Arts Curriculum

| LA.3.1 | Outcome 1: Literature Key Ideas and Details | Pacing: 1st Quarter |
|---|---|---|
| | Students will evaluate the key elements of a story in order to justify the plot, central theme and main idea. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.1.1 | ask and answer questions of a text, referring explicitly to the text as the basis for answers. (RL.3.1) | S |
| LA.3.1.2 | 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.3.2) | P |
| LA.3.1.3 | describe characters in a story (ex. their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. (RL.3.3) | S |

| LA.3.2 | Outcome 2:  Informational Text:  Key Ideas and Details | Pacing: 1st Quarter |
|---|---|---|
| | Students will apply and analyze text features and key details to locate and comprehend information from texts. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.2.1 | formulate questions and answers to show comprehension of a text, referring explicitly to the text as the basis for answers. (RI.3.1) | S |
| LA.3.2.2 | determine the main idea of a text; recount the key details and explain how they support the main idea.  (RI.3.2) | P |
| LA.3.3.3 | use language that pertains to time, sequence, and cause/effect to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.3.3) | P |

| LA.3.3 | Outcome 3: Noun Usage | Pacing: 1st Quarter |
|---|---|---|
| | Students will utilize regular, irregular, and abstract nouns appropriately to construct sentences | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.3.1 | explain function of nouns, pronouns, and adjectives in general and their functions in particular sentences. (L.3.1a) | S |
| LA.3.3.2 | form and use regular and irregular plural nouns. (L.3.1b) | S |
| LA.3.3.3 | use abstract nouns (ex. childhood). (L.3.1c) | S |
| LA.3.3.4 | identify real-life connections between words and their use (ex. describe people who are friendly or helpful). (L.3.5b) | S |

| LA.3.4 | Outcome 4:  Literature: Craft and Structure | Pacing: 2nd Quarter |
|---|---|---|
| | Students will demonstrate the ability to analyze a story by differentiating between word meanings, story parts, and points of view. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.4.1 | distinguish the literal and nonliteral meaning  of words or phrases used in a text and tell how the literal and nonliteral meanings are different. (RL.3.4, L.3.5a) | S |
| LA.3.4.2 | refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections (RL.3.5) | S |
| LA.3.4.4 | distinguish their own point of view from that of the narrator or those of characters.(RL.3.6) | P |

| LA.3.5 | Outcome 5: Verb Usage | Pacing: 2nd Quarter |
|---|---|---|
| | Students will utilize verbs appropriately to construct sentences. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.5.1 | explain function of verbs and adverbs in general and their functions in particular sentences. (L.3.1a) | S |
| LA.3.5.2 | form and use regular and irregular verbs. (L.3.1d) | S |
| LA.3.5.3 | form and use the simple verb tenses. (L.3.1e) | S |

| | | | |
|---|---|---|---|
| LA.3.5.4 | construct sentences with subject-verb and pronoun-antecedent agreement. (L.3.1f) | | S |

| LA.3.6 | **Outcome 6:  Synthesizing Notes** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will synthesize information in order to compile notes from various sources.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.6.1 | identify and explain the main ideas and supporting  details of a text read aloud or information presented in diverse media and formats, including  visually, quantitatively, and orally. (SL.3.2) | S |
| LA.3.6.2 | state information from experiences or gather information from print and digital sources. (W.3.8) | S |
| LA.3.6.3 | compile brief notes on sources and sort evidence into provided categories. (W.3.8) | S |

| LA.3.7 | **Outcome 7: Research Project** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will... construct short research projects using grade appropriate grammar skills and report on that topic.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.7.1 | distinguish their own opinion from that of the author's. (RI.3.6) | S |
| LA.3.7.2 | compare and contrast the most important points and key details presented in  two texts on the same topic  (RI.3.9) | P |
| LA.3.7.3 | locate information using text features and search tools (ex. key words, sidebars, hyperlinks).  (RI.3.5) | S |
| LA.3.7.4 | use information gained from illustrations and the words in a text to show their comprehension of the text. (RI.3.7) | S |

| LA.3.8 | Outcome 8: Prefixes and Suffixes | Pacing: 3rd Quarter |
|---|---|---|
| | Students will…utilize Latin prefixes and suffixes and explain their meaning and use these affixes to help determine the meaning of unknown words. | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.3.18.1 | define the meaning of the most common prefixes and derivational suffixes (see Appendix O).  (RF.3.3a) | P |
| LA.3.8.2 | decode words with common Latin suffixes (see Appendix O). (RF.3.3b) | P |
| LA.3.8.3 | identify the meaning of the new word formed when a known affix is added to a known word. (L.3.4b) | S |
| LA.3.8.4 | use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4c) | S |

| LA.3.9 | Outcome 9:  Literature: Integration of Knowledge and ideas | Pacing: 4th Quarter |
|---|---|---|
| | Students will…analyze short narratives using varied compare/contrast strategies involving characters, setting, and illustrations. | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.3.9.1 | compare and contrast the themes of stories written by the same author about the same or similar characters. (RL.3.9) | P |
| LA.3.9.2 | compare and contrast the settings of stories about the same or similar characters. (RL.3.9) | P |
| LA.3.9.3 | compare and contrast the plots of stories written by the same author about the same or similar characters.  (RL.3.9) | P |
| LA.3.9.4 | explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (ex. Create mood, emphasize aspects of a character or setting)  (RL.3.7) | S |

| LA.3.10 | **Outcome 10: Phonics and Word Recognition** | **Pacing: Year Long** |
|---|---|---|
| | **Students will...know and apply grade-level phonics and word analysis skills to decode words** | |
| | **Student will...** | |

| Local Component Code | **Component** | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.10.1 | decode multi-syllable words in a text (see Appendix N). (RF.3.3c) | S |
| LA.3.10.2 | read grade-appropriate irregularly spelled words (see Appendix L). (RF.3.3d) | S |
| LA.3.10.3 | determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area (RI.3.4) | S |
| LA.3.10.4 | utilize glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases (L.3.4d) | S |

| LA.3.11 | **Outcome 11: Range of Reading and Fluency** | **Pacing: Year Long** |
|---|---|---|
| | **Students will...read with sufficient accuracy and fluency to support comprehension** | |
| | **Students will...** | |

| Local Component Code | **Component** | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.11.1 | comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (RL.3.10) | P |
| LA.3.11.2 | 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. (RI.3.10) | P |
| LA.3.11.3 | read grade-level text with purpose and understanding. (RF.3.4a) | P |
| LA.3.11.4 | read grade-level prose and poetry orally with sufficient accuracy, appropriate rate, phrasing, and expression. (RF.3.4b) | P |
| LA.3.11.5 | self-correct word recognition and use context to confirm understanding. (RF.3.4c) | P |

| LA.3.12 | **Outcome 12: Vocabulary Acquisition** | **Pacing: Year Long** |
|---|---|---|
| | **Students will…construct grade appropriate words and consult reference materials when necessary.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.12.1 | utilize conventional spelling for high-frequency and other studied words and for adding suffixes to base words (see Appendix M). (L.3.2e) | S |
| LA.3.12.2 | utilize spelling patterns and generalizations when writing words (ex. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) (see Appendix M).  (L.3.2f) | S |
| LA.3.12.3 | utilize reference materials, including beginning dictionaries, as needed to check and correct spelling. (L.3.2g) | S |
| LA.3.12.4 | use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a) | S |

| LA.3.13 | **Outcome 13: Speaking and Listening** | **Pacing: Year Long** |
|---|---|---|
| | **Students will utilize grade appropriate listening and speaking skills in order to participate in group discussions.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.3.13.1 | utilize information about a topic in order to come to discussions prepared. (SL.3.1a) | S |
| LA.3.13.2 | demonstrate agreed-upon rules for discussions (ex. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1b) | S |
| LA.3.13.3 | explain their own ideas and understanding as a result of the discussion. (SL.3.1d) | S |
| LA.3.13.4 | speak clearly at an understandable pace. (SL.3.4) *Dual Taught ILT Standard* | S |
| LA.3.13.5 | formulate questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1c) | S |
| LA.3.13.6 | ask and answer questions about information from a speaker, offering appropriate elaboration or clarification and detail in complete sentences appropriate to the task. (SL.3.3, SL.3.6) | S |
| LA.3.13.7 | 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. (SL.3.5) | S |

| LA.3.13.8 | construct a presentation on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details (SL.3.4) *Dual Taught ILT Standard* | S |
|---|---|---|

| LA.3.14 | **Outcome 14: Range of Writing** | **Pacing: Year Long** |
|---|---|---|
| | **Students will produce narrative, informative/explanatory pieces, and compose opinion pieces routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.3.14.1 | write opinion pieces on topics or texts, supporting a point of view with reasons: <br><br> **Skill 1:** Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. (W.3.1a) <br> **Skill 2:** Provide reasons that support the stated opinion. (W.3.1b) <br> **Skill 3:** Use linking words and phrases. (W.3.1c) <br> **Skill 4:** Provide a concluding statement or section. (W.3.1d) | P |
| LA.3.14.2 | write informative/explanatory texts to examine a topic and convey ideas and information clearly: <br><br> **Skill 1:** Introduce the topic, grouping related information, and including illustrations when useful. (W.3.2a) <br> **Skill 2:** Develop the topic with facts, definitions, and details. (W.3.2b) <br> **Skill 3:** Use linking words and phrases to connect ideas. (W.3.2c) <br> **Skill 4:** Provide a concluding statement or section. (W.3.2d) | P |
| LA.3.14.3 | write narratives to develop real or imagined experiences or events using descriptive details, and clear event sequences: <br><br> **Skill 1**: A situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3a) <br> **Skill 2**: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences. (W.3.3b) <br> **Skill 3**: Use temporal word and phrases to signal event order. (W.3.3c) <br> **Skill 4:** Provide a sense of closure. (W.3.3d) | P |

| LA.3.15 | **Outcome 15: Conventions** | **Pacing: Year Long** |
| | **Students will learn and use various grammatical structures intended to enhance their reading and writing competencies.** | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| --- | --- | --- |
| LA.3.15.1 | use coordinating and subordinating conjunctions in writing.  (L.3.1h) | S |
| LA.3.15.2 | produce simple, compound, and complex sentences in writing.  (L.3.1i) | S |
| LA.3.15.3 | select words and phrases for effect. (L.3.3a) | S |
| LA.3.15.4 | distinguish shades of meaning among related words that describe states of mind or degrees of certainty. (L.3.5c) | S |
| LA.3.15.5 | acquire and use accurately grade-appropriate conversation, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.  (L.3.6) | S |
| LA.3.15.6 | formulate and use comparative and superlative adjectives and adverbs, between them depending on what is to be modified. (L.3.1g) | S |
| LA.3.15.7 | use commas and quotation marks in dialogue. (L.3.2c) | S |
| LA.3.15.8 | identify and distinguish differences between the conventions of spoken and written standard English. (L.3.3b) | S |
| LA.3.15.9 | apply descriptive and figurative language to enhance their writing. | S |
| LA.3.15.10 | form and use possessives (L.3.2d) | S |
| LA.3.15.111 | use capitalization when writing appropriate words in titles. (L.3.2a) | S |
| LA.3.15.12 | use commas in addresses. (L.3.2b) | S |

| LA.3.16 | **Outcome 16: Production and Distribution of Writing** | **Pacing: Year Long** |
| | **Students will plan, revise, and edit essays with adult and peer guidance, use proper sentence structure and conventions in written pieces, and use a variety of digital tools to produce and publish writing.** | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| --- | --- | --- |
| LA.3.16.1 | with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (W.3.4) *Dual Taught ILT Standard* | S |
| LA.3.16.2 | with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.3.5) | S |
| LA.3.16.3 | with guidance and support from adults, use technology to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others. (W.3.6) *Dual Taught ILT Standard* | S |

| LA.3.16.4 | conduct short research projects about a specific topic. (W.3.7)<br>*Dual Taught ILT Standard* | S |
|---|---|---|
| LA.3.16.5 | write legibly in cursive, leaving appropriate spaces between letters in a word and words in a sentence. (state law) | P |

## 4th Grade ELA - At a Glance

| | Outcome Description | Pacing (Quarter) | Testing Administration guidelines and tests, located in team drives, are located below |
|---|---|---|---|
| **All mastery levels are indicated at 85% or above for assessments at this level.** | | | |
| 4.1 | Analyze Key Ideas & Details | 1 | LA.4.1 Assessment Docs |
| 4.2 | Collaborative Discussions | 1 | LA.4.2 Assessment Docs |
| 4.3 | Determine Theme, Point of View, & Summarize | 2 | LA.4.3 Assessment Docs |
| 4.4 | Paraphrase Information | 2 | LA.4.4 Assessment Docs |
| 4.5 | Analyze Informational Text and Elements of Poetry & Drama | 3 | LA.4.5 Assessment Docs |
| 4.6 | Evaluate the Speaker | 3 | LA.4.6 Assessment Docs |
| 4.7 | Synthesize Texts | 4 | LA.4.7 Assessment Docs |
| 4.8 | Report on a Topic with Technology | 4 | LA.4.8 Assessment Docs |
| 4.9 | Grammar | YL | LA.4 Year Long Docs |
| 4.10 | Word Study Skills | YL | |
| 4.11 | Word Acquisition and Phonics | YL | |
| 4.12 | Range of Reading and Fluency | YL | |
| 4.13 | Language Usage and Conventions | YL | |
| 4.14 | Range of Writing | YL | |

# 4ᵗʰ Grade Language Arts Curriculum

| LA.4.1 | Outcome 1:  Analyze Key Ideas & Details | Pacing: 1st Quarter |
|---|---|---|
| | Students will analyze key ideas and details in order to determine the plot, central theme, and main idea of a text by referring to details from the text. | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.4.1.1 | refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1) | P |
| LA.4.1.2 | describe in depth a character (and their traits) in a story or drama, drawing on specific details from the text. (RL.4.3) <br><br> describe in depth the setting (time) of a grade appropriate text drawing on specific details from the text. (RL.4.3) <br><br> describe in depth an event in a story or drama, drawing on specific details in the text. (RL.4.3) | P |
| LA.4.1.3 | refer to details and examples in an informational text when explaining what the text says explicitly and when drawing inferences. (RI.4.1) | P |
| LA.4.1.4 | determine the main idea of an informational text and describe how it is supported by key details. (RI.4.2) | P |
| LA.4.1.5 | interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the informational text in which it appears.  (RI.4.7) | S |

| LA.4.2 | Outcome 2:  Collaborative Discussions | Pacing: 1st Quarter |
|---|---|---|
| | Students will engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly. | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.4.2.1 | come to discussions prepared, having read or studied required material and draw on that preparation and prior knowledge about the topic to explore ideas under discussion.  (SL.4.1a) | S |
| LA.4.2.2 | comply with agreed upon rules for discussions and carry out assigned roles. (SL.4.1b) | S |

| | | |
|---|---|---|
| LA.4.2.3 | pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. (SL.4.1c) | S |
| LA.4.2.3 | review the key ideas expressed and explain their own ideas and understandings as a result of the discussion. (SL.4.1d) | S |

| LA.4.3 | **Outcome 3: Determine Theme, Point of View, & Summarize** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will use text evidence to determine the theme and summarize the events of a passage in order to distinguish between different points of view in literary text, as well as distinguish between multiple accounts and representations of informational text by referring to details.** | |
| | **Student will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.4.3.1 | determine the theme of a story from details in the text:summarize grade appropriate literary texts, using details. (RL.4.2) | P |
| LA.4.3.2 | compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. (RL.4.6) | P |
| LA.4.3.3 | summarize grade appropriate informational texts, using details. (RI.4.2) | P |
| LA.4.3.4 | explain how an author uses reasons and evidence to support particular points in an informational text. (RI.4.8) | P |
| LA.4.3.5 | describe the differences in focus and information provided between first and secondhand accounts in an informational text. (RI.4.6) | S |
| LA.4.3.6 | compare and contrast a firsthand and secondhand account of the same event or topic in an informational text. (RI.4.6) | S |

| LA.4.4 | **Outcome 4: Paraphrase Information** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will paraphrase a variety of text and media formats.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.4.4.1 | paraphrase portions of text read aloud. (SL.4.2) | S |
| LA.4.4.2 | paraphrase information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.4.2) | S |

| LA.4.5 | **Outcome 5: Analyze Informational Text and Elements of Poetry & Drama** | **Pacing: 3rd Quarter** |
| --- | --- | --- |
| | **Students will analyze information in order to assess events and points from a text, as well as the elements and themes of poems and dramatic texts.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.4.5.1 | explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3) | P |
| LA.4.5.2 | describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI.4.5) | P |
| LA.4.5.3 | explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing or speaking about a text. (RL.4.5) | P |
| LA.4.5.4 | describe in depth a character, setting, or event in a drama, drawing on specific details from the text. (RL.4.3) | P |
| LA.4.5.5 | make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (RL.4.7) | S |
| LA.4.5.6 | recognize and understand figurative language (i.e. similes, metaphors, proverbs, adages, and hyperboles) in grade appropriate texts. (RL.4.4) (L.4.5a) (L.4.5b) | S |

| LA.4.6 | **Outcome 6: Evaluate Speaker** | **Pacing: 3rd Quarter** |
| --- | --- | --- |
| | **Students will evaluate speeches, as well as differentiate between formal and informal English.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.4.6.1 | determine the reasons and evidence a speaker provides to support particular points. (SL.4.3) | S |
| LA.4.6.2 | differentiate, when speaking or listening, between contexts, which call for formal English (ex: presenting ideas) and situations where informal discourse is appropriate (ex: small-group discussion). (SL.4.6) | S |
| LA.4.6.3 | use formal English when appropriate to task and situation. (SL.4.6) | S |

| LA.4.7 | **Outcome 7: Synthesize Texts** | **Pacing: 4th Quarter** |
|---|---|---|
| | **Students will synthesize details and examples from literary and informational texts in order to compare and contrast themes and speak about subjects knowledgeably.** | |
| | **Students will...** | |

| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
|---|---|---|
| LA.4.7.1 | compare and contrast the treatment of similar themes (e.g. opposition of good and evil) and topics and patterns of events (e.g the quest) in stories, myths, and traditional literature from different cultures. (RL.4.9) | P |
| LA.4.7.2 | integrate information from two informational texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9) | P |

| LA.4.8 | **Outcome 8: Report on a Topic with Technology** | **Pacing: 4th Quarter** |
|---|---|---|
| | **Students will report on a topic, text, or experience in an organized manner, while speaking clearly, using technology to enhance their report..** | |
| | **Students will...** | |

| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
|---|---|---|
| LA.4.8.1 | report on a topic or text, tell a story, or recount an experience, in an organized manner to support main ideas or themes. (SL.4.4) | P |
| LA.4.8.2 | report on a topic or text, tell a story, or recount an experience, using appropriate facts, and relevant, descriptive details to support main ideas or themes. (SL.4.4) | P |
| LA.4.8.3 | speak clearly at an understandable pace. (SL.4.4) | P |
| LA.4.8.4 | insert audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  (SL.4.5) | S |

| LA.4.9 | **Outcome 9:  Grammar** | **Pacing: Year Long** |
|---|---|---|
| | **Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.** | |
| | **Students will...** | |

| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
|---|---|---|
| LA.4.9.1 | relate words  to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5c) | S |

| | | |
|---|---|---|
| LA.4.9.2 | use frequently confused words and homophones correctly (ex: to, too, two, their, they're, there). (L.4.1g) | S |
| LA.4.9.3 | use a comma before a coordinating conjunction in a compound sentence. (L.4.2c) | S |
| LA.4.9.4 | form and use prepositional phrases. (L.4.1e) | S |
| LA.4.9.5 | use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (L.4.1a) | S |
| LA.4.9.6 | order adjectives within sentences according to conventional patterns. (L.4.1d) | S |
| LA.4.9.7 | use modal auxiliaries to convey various conditions (ex: can, may, must). (L.4.1c) | S |
| LA.4.9.8 | form and use the progressive verb tenses. (I was walking. I am walking. I will be walking.) (L.4.1b) | S |

| | | |
|---|---|---|
| **LA.4.10** | **Outcome 10: Word Study Skills** | **Pacing: Year Long** |
| | **Students will utilize Greek and Latin affixes to spell grade appropriate words correctly as well as determine or clarify the meaning of unknown and multiple meaning words and phrases.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.4.10.1 | use context as a clue to the meaning of a word or phrase. (L.4.4a) | S |
| LA.4.10.2 | use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (see Appendix P) . (L.4.4b) | S |
| LA.4.10.3 | consult reference materials, print and digital, to find pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4c) | S |

| | | |
|---|---|---|
| **LA.4.11** | **Outcome 11: Word Acquisition and Phonics** | **Pacing: Year Long** |
| | **Students will acquire and use accurately grade appropriate academic and domain specific words and phrases.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.4.11.1 | determine the meaning of words or phrases as they are used in a text, including those that allude to significant characters found in mythology. (RL.4.4) | P |

| LA.4.11.2 | determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) | P |
| --- | --- | --- |
| LA.4.11.3 | use academic and domain specific words and phrases including those that signal precise actions, emotions, or states of being. (L.4.6) | S |
| LA.4.11.4 | use academic and domain specific words and phrases, which are basic to a particular topic. (L.4.6) | S |
| LA.4.11.5 | use letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (see Appendix P) (RF.4.3a) | S |

| LA.4.12 | Outcome 12: Range of Reading and Fluency | Pacing: Year Long |
| --- | --- | --- |
| | Students will demonstrate a range of reading with sufficient accuracy and fluency to support comprehension. | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.4.12.1 | comprehend literature, including stories, dramas, and poetry in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.4.10) | P |
| LA.4.12.2 | comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10) | P |
| LA.4.12.3 | read on-level text with purpose and understanding. (RF.4.4a) | S |
| LA.4.12.4 | read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.4.4b) | S |
| LA.4.12.5 | self-correct word recognition and use context to confirm understanding, rereading as necessary. (RF.4.4c) | S |

| LA.4.13 | Outcome 13: Language Usage and Conventions | Pacing: Year Long |
| --- | --- | --- |
| | Students will demonstrate a command of the conventions of standard English when writing or speaking. | |
| | Student will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.4.13.1 | use correct capitalization. (L.4.2a) | S |
| LA.4.13.2 | apply correct punctuation to their piece and choose punctuation for effect. (L.4.3b) | P |

| | | |
|---|---|---|
| LA.4.13.3 | produce complete sentences while avoiding inappropriate fragments and run-ons. (L.4.1f) | S |
| LA.4.13.4 | choose words and phrases to convey ideas precisely. (L.4.3a) | P |
| LA.4.13.5 | use commas and quotation marks to indicate direct quotations from a text. (L.4.2b) | S |
| LA.4.13.6 | differentiate, when writing, between context that calls for formal English (ex. presenting ideas) and situations where informal discourse (small group discussion) is appropriate. (L.4.3c) | P |
| LA.4.13.7 | spell grade appropriate words correctly, consulting references as needed. (L.4.2d) | S |
| LA.4.13.8 | use academic and domain specific words and phrases including those that signal precise actions, emotions, or states of being. (L.4.6) | S |
| LA.4.13.9 | use academic and domain specific words and phrases, which are basic to a particular topic. (L.4.6) | S |

| | | |
|---|---|---|
| **LA.4.14** | **Outcome 14: Range of Writing** | **Pacing: Year Long** |
| | Students will produce written pieces in both extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.4.10) | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.4.14.1 | write opinion pieces:<br>● Introduce a topic clearly (W.4.1a)<br>● Create organizational structure grouping related ideas (W.4.1a)<br>● Support topic with facts and details (W.4.1b)<br>● Use grade appropriate transition words (W.4.1c)<br>● Provide a concluding statement or section (W.4.1d) | P |
| LA.4.14.2 | write informative/explanatory pieces:<br>● Introduce a topic clearly (W.4.2a)<br>● Include formatting (headings), illustrations, and multimedia to aid in comprehension (W.4.2a)<br>● Develop topic with supporting elements (facts, definitions, concrete details, quotations, and examples) (W.4.2b)<br>● Use grade appropriate transition words (W.4.2c)<br>● Use domain specific vocabulary (W.4.2d)<br>● Provide a concluding statement or section (W.4.2e) | P |
| LA.4.14.3 | write narrative pieces to develop real or imaginative experiences:<br>● Establish a situation and  introduce a narrator and/or characters (W.4.3a)<br>● Organizes event sequence that unfolds naturally (W.4.3a)<br>● Use dialogue and description (W.4.3b) | P |

| | | |
|---|---|---|
| | • Use transition to manage sequence of events (W.4.3c)<br>• Use sensory details to convey experiences and events (W.4.3d)<br>• Provide a conclusion (W.4.3e) | |
| LA.4.14.4 | produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4) | P |
| LA.4.14.5 | with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (W.4.5) | P |
| LA.4.14.6 | with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (W.4.6)<br>*Dual Taught ILT Standard* | P |
| LA.4.14.7 | conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7)     *Dual Taught ILT Standard* | P |
| LA.4.14.8 | 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.4.8)     *Dual Taught ILT Standard* | P |
| LA.4.14.9 | draw evidence from literary or informational texts to support analysis, reflection and research. (W.4.9) | P |

## 5th Grade ELA - At a Glance

| | Outcome Description | Pacing (Quarter) | Testing Administration guidelines and tests, located in team drives, are located below |
|---|---|---|---|
| | **All mastery levels are indicated at 85% or above for assessments at this level.** | | |
| 5.1 | Plot Elements (RL) | 1 | LA.5.1 Assessment Docs |
| 5.2 | Drawing Inferences (RI) | 1 | LA.5.2 Assessment Docs |
| 5.3 | Synonyms, Antonyms, Homographs, and Verb Tenses (L) | 1 | LA.5.3 Assessment Docs |
| 5.4 | Context Clues, Figurative Language and Theme (RL) | 2 | LA.5.4 Assessment Docs |
| 5.5 | Context Clues (RI) | 2 | LA.5.5 Assessment Docs |
| 5.6 | Idioms, Adages, and Proverbs (L) | 2 | LA.5.6 Assessment Docs |
| 5.7 | Oral Presentation (SL) | 2 | LA.5.7 Assessment Docs |
| 5.8 | Summarizing Informational Text (RI) | 3 | LA.5.8 Assessment Docs |
| 5.9 | Oral Presentations with Technology (SL) | 3 | LA.5.9 Assessment Docs |
| 5.10 | Point of View and Genres (RL) | 3 | LA.5.10 Assessment Docs |
| 5.11 | Conventions (L) | 3 | LA.5.11 Assessment Docs |
| 5.12 | Response to Challenges, Author's Purpose, and Types of Conflict (RL) | 4 | LA.5.12 Assessment Docs |
| 5.13 | Multiple Accounts (RI) | 4 | LA.5.13 Assessment Docs |
| 5.14 | Titles of Work and Dialect (L) | 4 | LA.5.14 Assessment Docs |
| 5.15 | Debate (SL) | 4 | LA.5.15 Assessment Docs |
| 5.16 | Range of Writing | YL | LA.5 Year Long Docs |
| 5.17 | Range of Reading and Fluency | YL | |
| 5.18 | Phonics, Word Recognition & Vocabulary | YL | |
| 5.19 | Speaking & Listening | YL | |

# 5ᵗʰ Grade Language Arts Curriculum

| LA.5.1 | **Outcome 1: Plot Elements (RL)** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will identify and describe how the plot develops throughout a story using inferences and compare or contrast characters in a story.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.1.1 | quote accurately from a fictional text when explaining what the text says explicitly and when drawing inferences from the text. (RL.5.1) | P |
| 5.1.2 | compare and contrast two or more characters, setting, or events in a story or a drama, drawing on specific details in the text (eg., how characters interact). (RL.5.3) | P |
| 5.1.3 | identify and summarize the exposition, rising action, climax, falling action, and resolution of a grade appropriate text. (local) | S |
| 5.1.4 | describe how the plot develops throughout the story and how it impacts the characters or drama citing specific details from the story. (local) | S |
| 5.1.5 | apply grade level reading standards to literature (ex. "compare and contrast two or more characters, setting, or events in a story or a drama, drawing on specific details in the text." [eg., how characters interact]). (W.5.9a) | S |

| LA.5.2 | **Outcome 2: Drawing Inferences (RI)** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will draw inferences while explaining relationships or interactions in an informational text.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.2.1 | quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1) | P |
| 5.2.2 | 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.5.3) | P |

| LA.5.3 | Outcome 3: Synonyms, Antonyms, Homographs, and Verb Tenses (L) | Pacing: 1st Quarter |
|---|---|---|
| | Students will understand the relationship between words and apply appropriate verb tenses in writing when responding to literature. | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.3.1 | use the relationship between particular words (eg., synonyms, antonyms, and homographs) to better understand each of the words. (L.5.5c) | S |
| 5.3.2 | use verb tense to convey various times, sequences, states, and conditions. (L.5.1c) | S |
| 5.3.3 | recognize and correct inappropriate shifts in verb tense. (L.5.1d) | S |
| 5.3.4 | form and use the perfect verb tenses (eg.,. I had walked; I have walked; I will have walked). (L.5.1b) | S |

| LA.5.4 | Outcome 4: Context Clues, Figurative Language, and Theme (RL) | Pacing: 2nd Quarter |
|---|---|---|
| | Students will determine the meaning of text through the use of context clues and figurative language and identify the theme of a story. | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.4.1 | determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  (RL.5.4) | P |
| 5.4.2 | interpret figurative language, including similes and metaphors in a context. (L.5.5a) | P |
| 5.4.3 | analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (eg., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (RL.5.7) | S |
| 5.4.4 | determine a theme of a story, drama, or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic. (RL.5.2) | P |
| 5.4.5 | explain how a series of chapters, scenes, or stanzas  fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5) | S |

| LA.5.5 | **Outcome 5: Context Clues (RI)** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will determine the meaning of informational text through the use of context clues and explain how the author uses reasons and evidence to support points.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.5.1 | explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI.5.8) | P |
| 5.5.2 | use context (eg., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4a) | P |
| 5.5.3 | apply grade level reading standards to informational text (ex. "explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (W.5.9b) | S |

| LA.5.6 | **Outcome 6: Idioms, Adages, and Proverbs (L)** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will explain the meaning of common idioms, adages, and proverbs.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.6.1 | recognize and explain the meaning of common idioms, adages, and proverbs. (L.5.5b) | P |

| LA.5.7 | **Outcome 7: Oral Presentation (SL)** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will present their writing orally in which they adapt speech to a variety of contexts and respond to other writing.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.7.1 | adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (SL.5.6) | S |
| 5.7.2 | summarize a written text read aloud or information presented in diverse media formats including visually, quantitatively, and orally. (SL.5.2) | S |

| 3rd Quarter | | Pacing: 3rd Quarter |
|---|---|---|
| **LA.5.8** | **Outcome 8: Summarizing Informational Text (RI)** | |
| | **Students will produce accurate summaries of informational works.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| 5.8.1 | determine two or more main ideas of an informational text and explain how they are supported by key details. (RI.5.2) | P |
| 5.8.2 | create a summary of a grade-level informational text. (RI.5.2) | P |
| 5.8.3 | compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5) | P |
| 5.8.4 | integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) | P |

| Outcome 9: Oral Presentations with Technology (SL) | | Pacing: 3rd Quarter |
|---|---|---|
| **LA.5.9** | **Outcome 9: Oral Presentations with Technology (SL)** | |
| | **Students will utilize technology to enhance their formal presentations.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| 5.9.1 | expand, combine, and reduce sentences for meaning and reader/listener interest and style. (L.5.3a) | S |
| 5.9.2 | include multimedia components (eg., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes  (SL.5.5) | S |
| 5.9.3 | use appropriate body language and eye contact when presenting to an audience. (local) | S |

| LA.5.10 | **Outcome 10: Point of View and Genres (RL)** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will describe how point of view influences a story and compare stories in the same genre.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| 5.10.1 | describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6) | P |
| 5.10.2 | compare and contrast stories in the same genre (eg., mysteries and adventure) on their approaches to similar themes and topics. (RL.5.9) | P |

| LA.5.11 | **Outcome 11: Conventions (L)** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will demonstrate the appropriate use of conventions.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| 5.11.1 | explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1a) | S |
| 5.11.2 | use correlative conjunctions. (ex. either/or, neither/nor) (L.5.1e) | S |
| 5.11.3 | use punctuation to separate items in a series and use a comma to separate an introductory element from the rest of the sentence. (L.5.2a, L.5.2b) | S |
| 5.11.4 | use a comma to set off the words yes and no (ex. Yes, thank you), to set off a tag question from the rest of the sentence (eg., It's true, isn't it?), and to indicate direct address (eg., Is that you, Steve?). (L.5.2c) | S |

| LA.5.12 | **Outcome 12: Response to Challenges , Author's Purpose, and Types of Conflict (RL)** | **Pacing: 4th Quarter** |
|---|---|---|
| | **Students will analyze an author's purpose for writing and summarize types of conflict along with how characters respond to challenges.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| 5.12.1 | create a summary of a grade-level text including characters and how they respond to challenges. (RL.5.2) | P |

| 5.12.2 | identify the author's purpose for a given text. (local) | S |
|---|---|---|
| 5.12.3 | identify the type of conflict in a story (man vs. man, man vs. self, man vs. nature, or man vs. society). (local) | S |

| LA.5.13 | **Outcome 13: Multiple Accounts (RI)** | **Pacing: 4th Quarter** |
|---|---|---|
| | **Students will analyze multiple accounts of the same event or topic in order to speak about the subject knowledgeably.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| 5.13.1 | analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) | S |
| 5.13.2 | draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7) | S |

| LA.5.14 | **Outcome 14: Titles of Work and Dialect (L)** | **Pacing: 4th Quarter** |
|---|---|---|
| | **Students will indicate titles of work as well as compare and contrast how varieties of English are used in writing.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| 5.14.1 | use underlining, quotation marks, or italics to indicate titles of work. (L.5.2d) | S |
| 5.14.2 | compare and contrast the varieties of English (ex. dialects, registers) use in stories, dramas, or poems. (L.5.3b) | S |

| LA.5.15 | **Outcome 15: Debate (SL)** | **Pacing: 4th Quarter** |
|---|---|---|
| | **Students will debate, discuss, and summarize opinion pieces.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| 5.15.1 | review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (SL.5.1d) | S |

| 5.15.2 | summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.5.3) | S |
| 5.15.3 | 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.. (SL.5.4) | S |

| LA.5.16 | **Outcome 16: Range of Writing** | **Pacing: Year Long** |
| | **Students will compose writing routinely over various time frames for a range of discipline-specific tasks, purposes, and audiences.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| 5.16.1 | write opinion pieces on topics or texts, supporting a point of view with reasons and information:<br>● Introduce topic clearly (W.5.1a)<br>● Logically ordered reasons with facts and details (W.5.1b)<br>● Transition words and/or phrases (W.5.1c)<br>● Conclusion (W.5.1d) | P |
| 5.16.2 | write informative/explanatory texts to examine a topic and convey ideas and information clearly:<br>● Introduce topic clearly and include formatting and illustrations to aid comprehension (W.5.2a)<br>● Develop the topic with factual information (W.5.2b)<br>● Transition words and/or phrases (W.5.2c)<br>● Domain-specific vocabulary (W.5.2d)<br>● Conclusion (W.5.2e) | P |
| 5.16.3 | write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:<br>● Exposition (W.5.3a)<br>● Narrative techniques (W.5.3b)<br>● Transitional words and/or phrases (W.5.3c)<br>● Concrete words and sensory details (W.5.3d)<br>● Conclusion (W.5.3e) | P |
| 5.16.4 | produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4) | P |
| 5.16.5 | with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting or trying a new approach. (W.5.5) | S |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.16.6 | with some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.  (see Appendix T) (W.5.6)<br>*Dual Taught ILT Standard* | S |
| 5.16.7 | conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)<br>*Dual Taught ILT Standard* | P |
| 5.16.8 | recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (W.5.8)<br>*Dual Taught ILT Standard* | P |
| 5.16.9 | 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. (W.5.10) | S |


| LA.5.17 | **Outcome 17: Range of Reading and Fluency** | **Pacing: Year Long** |
|---|---|---|
| | **Students will demonstrate a range of reading with sufficient accuracy and fluency to support comprehension.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.17.1 | by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. (RL.5.10) | P |
| 5.17.2 | by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grade 4-5 text complexity band independently and proficiently. (RI.5.10) | P |
| 5.17.3 | read grade level prose and poetry orally with accuracy, rate, and expression on successive readings. (RF.5.4b) | S |
| 5.17.4 | use context to confirm or self-correct word recognition, rereading as necessary. (RF.5.4c) | S |

| LA.5.18 | **Outcome 18: Phonics, Word Recognition, and Vocabulary** | **Pacing: Year Long** |
|---|---|---|
| | **Students will know and apply grade level phonics and word analysis skills to determine the meaning of academic vocabulary and spell grade appropriate words.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.18.1 | spell grade-appropriate words correctly, consulting references as needed. (L.5.2e) | S |
| 5.18.2 | acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) | S |
| 5.18.3 | use grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (eg., photograph, photosynthesis) (see Appendix P). (L.5.4b) | P |
| 5.18.4 | consult reference materials (eg., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4c) | S |
| 5.18.5 | use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (eg., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (RF.5.3a) | S |
| 5.18.6 | determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) | P |

| LA.5.19 | **Outcome 19: Speaking & Listening** | **Pacing: Year Long** |
|---|---|---|
| | **Students will engage effectively in a range of collaborative discussions with diverse partners on grade appropriate topics and texts, with guidance and support.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| 5.19.1 | come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.5.1a) | S |

| | | |
|---|---|---|
| 5.19.2 | follow agreed-upon rules for class discussions and carry out assigned roles. (SL.5.1b) | S |
| 5.19.3 | pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SL.5.1c) | S |

## 6th Grade ELA - At a Glance

| | Outcome Description | Pacing (Quarter) | Testing Administration guidelines and tests, located in team drives, are located below |
|---|---|---|---|
| | **All mastery levels are indicated at 85% or above for assessments at this level.** | | |
| 6.1 | Theme and Plot Development | 1 | LA.6.1 Assessment Docs |
| 6.2 | Narrative Writing | 1 | LA.6.2 Assessment Docs |
| 6.3 | Text-Based Discussions | 1 | LA.6.3 Assessment Docs |
| 6.4 | Informational Text Elements | 2 | LA.6.4 Assessment Docs |
| 6.5 | Argumentative Writing | 2 | LA.6.5 Assessment Docs |
| 6.6 | Argumentative Presentation | 2 | LA.6.6 Assessment Docs |
| 6.7 | Informational Text Structure | 2 | LA.6.7 Assessment Docs |
| 6.8 | Comparing/Contrasting Story Elements | 3 | LA.6.8 Assessment Docs |
| 6.9 | Reading Response | 3 | LA.6.9 Assessment Docs |
| 6.10 | Media-Based Discussions | 3 | LA.6.10 Assessment Docs |
| 6.11 | Story Elements and Figurative Language | 3 | LA.6.11 Assessment Docs |
| 6.12 | Language Analysis | 4 | LA.6.12 Assessment Docs |
| 6.13 | Research Writing | 4 | LA.6.13 Assessment Docs |
| 6.14 | Research Presentation | 4 | LA.6.14 Assessment Docs |
| 6.15 | Writing Conventions | YL | LA.6 Year Long Docs |
| 6.16 | Vocabulary Acquisition | YL | |

# 6<sup>th</sup> Grade Language Arts Curriculum

| LA.6.1 | Outcome 1: Theme and Plot Development | Pacing: 1st Quarter |
|---|---|---|
| | Students will analyze story elements in one or more texts and how they develop as the plot shifts. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.6.1.1 | describe how a particular story plot or drama plot unfolds in a series of episodes. (RL.6.3) | P |
| LA.6.1.2 | analyze plot development in order to determine the impact on characters in the story by using details from the story. (RL.6.3) | P |
| LA.6.1.3 | compare and contrast stories in different genres in order to find similar themes and topics. (RL.6.9) | P |
| LA.6.1.4 | apply grade appropriate reading standards to literature (ex. compare and contrast genres in terms of their approach to similar themes and topics). (W.6.9a) | S |
| LA.6.1.5 | comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10) | S |

| LA.6.2 | Outcome 2: Narrative Writing | Pacing: 1st Quarter |
|---|---|---|
| | Students will utilize the writing process in order to develop narratives with details and structure while using proper conventions. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.6.2.1 | introduce the context, narrator and characters in an organized logical way. (W.6.3a) | P |
| LA.6.2.2 | develop the narrative by using proper dialogue and description to create a character. (W.6.3b.) | P |
| LA.6.2.3 | apply a variety of transitions words, phrases, and clauses to convey sequence and signal shifts in time or setting. (W.6.3c.) | P |
| LA.6.2.4 | utilize precise words and phrases, relevant descriptive details, sensory language, and figures of speech to convey experiences and events. (W.6.3d. L.6.5a) | P |
| LA.6.2.5 | organize a conclusion that follows from the narrated experiences or events. (W.6.3e) | P |

| LA.6.2.6 | develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach with guidance and support from peers and teacher. (W.6.5) | S |
|---|---|---|
| LA.6.2.7 | produce clear coherent writing that is developed, and organized for a specific task, purpose and audience while varying sentence patterns and maintaining consistency in style and tone. (W.6.4, L.6.3a, L.6.3b) *Dual Taught ILT Standard* | L.6.3a - P<br>L.6.3b - P<br>W.6.4 - S |
| LA.6.2.8 | use technology to produce writing and demonstrate keyboarding skills using MLA format (See Appendix T). (W.6.6) *Dual Taught ILT Standard* | S |
| LA.6.2.9 | utilize intensive pronouns(ex. myself, ourselves) and insure that pronouns are in the proper case (subjective, objective, and possessive). (L.6.1a, L.6.1b) | P |
| LA.6.2.10 | identify and correct inappropriate shifts in pronoun number and person. (L.6.1c) | P |
| LA.6.2.11 | use punctuation to set off nonrestrictive/parenthetical elements. (L.6.2a) | S |
| LA.6.2.12 | recognize and correct vague pronouns (ambiguous antecedents--ex. Tim told his brother he was working too hard. Could be Tim or could be his brother). (L.6.1d) | P |
| LA.6.2.13 | produce written pieces routinely for extended and short time frames for a variety of purposes and audiences. (W.6.10) | S |

| LA.6.3 | **Outcome 3: Text-Based Discussions-Socratic Seminar** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will engage in a range of collaborative discussions with partners by building on others' ideas and expressing their own ideas with guidance and support from the teacher.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.6.3.1 | prepare for discussion by reading teacher selected texts. (SL.6.1a) | P |
| LA.6.3.2 | cite examples of evidence to support the topic by referring to the text. (SL.6.1a) | P |
| LA.6.3.3 | reflect on ideas being discussed through summary. (SL.6.1d) | P |
| LA.6.3.4 | apply agreed upon rules for discussion. (SL.6.1b.) | P |

| LA.6.4 | Outcome 4: Informational Text Elements | Pacing: 2nd Quarter |
|---|---|---|
| | Students will construct a summary and develop accurate inferences by using point of view and word choice in texts with similar themes. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.6.4.1 | evaluate the argument and specific claims in a text. (RI.6.8) | P |
| LA.6.4.2 | distinguish claims that are supported by reasons and evidence from claims that are not. (RI.6.8) | P |
| LA.6.4.3 | summarize a text without using personal opinions or judgments. (RI.6.2) | P |
| LA.6.4.4 | cite specific details in the summary from the text. (RI.6.1) | P |
| LA.6.4.5 | justify an inference by citing the page number. (RI.6.1) | P |

| LA.6.5 | Outcome 5: Argumentative Writing | Pacing: 2nd Quarter |
|---|---|---|
| | Students will utilize the writing process in order to produce an argumentative piece with clear reasons and evidence. | |
| | Student will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.6.5.1 | identify claims and organize the reasons and evidence clearly. (W.6.1a) | P |
| LA.6.5.2 | support claims with clear reasons and relevant evidence while analyzing the sources to enhance the persuasive piece. (W.6.1b) | P |
| LA.6.5.3 | distinguish between words, phrases, and clauses to clarify the relationships among claims and reasons. (W.6.1c) | P |
| LA.6.5.4 | compare and contrast a formal and informal style in order to determine the importance of which to use for persuasive writing. (W.6.1d) | P |
| LA.6.5.5 | produce a concluding statement or section that follows from the argument presented. (W.6.1e) | P |
| LA.6.5.6 | develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach with guidance and support from peers and teacher. (W.6.5) | S |
| LA.6.5.7 | produce clear coherent writing that is developed and organized for a specific task, purpose, and audience. (W.6.4) | S |
| LA.6.5.8 | use technology to produce writing and demonstrate keyboarding skills (see Appendix S). (W.6.6, L.6.2b)          *Dual Taught ILT Standard* | S/P |
| LA.6.5.9 | compose varied sentence patterns for meaning while maintaining consistency in style and tone. (L.6.3a, L.6.3b) | P |

| Local Component Code | Component | |
|---|---|---|
| LA.6.5.10 | produce written pieces routinely for extended and short time frames for a variety of purposes and audiences. (W.6.10) | S |

| LA.6.6 | **Outcome 6: Argumentative Presentation** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will create an argumentative presentation that includes multimedia formats.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.6.6.1 | discuss evidence and reflect on ideas presented. (SL.6.1.a) | P |
| LA.6.6.2 | apply set goals, deadlines, and roles to facilitate discussion. (SL.6.1.b) | P |
| LA.6.6.3 | produce and respond to specific questions with elaboration and detail by making comments that contribute to the topic. (SL.6.1.c) | P |
| LA.6.6.4 | analyze claims that are supported by reasons and evidence from claims that are not. (SL.6.3) | P |
| LA.6.6.5 | show multimedia components and visual displays in presentations to clarify information. (SL.6.5) | S |
| LA.6.6.6 | present claims and findings, sequencing ideas logically, and using facts and details. (SL.6.4) | P |
| LA.6.6.7 | use eye contact, adequate volume, and clear pronunciation when presenting. (SL.6.4) | P |
| LA.6.6.8 | adapt speech to a variety of contexts and task and demonstrate command of formal English. (SL.6.6) | S |

| LA.6.7 | **Outcome 7: Informational Text Structure** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will examine the author's opinion, along with text structure in order to make comparisons between texts.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.6.7.1 | distinguish in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text by citing examples and anecdotes. (RI.6.3) | S |
| LA.6.7.2 | outline how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of ideas. (RI.6.5) | S |
| LA.6.7.3 | evaluate different points of view in similar stories and how they affect the overall story. (local) | S |
| LA.6.7.4 | analyze an author's point of view or purpose in a text in order to explain how it is conveyed. (RI.6.6) | P |
| LA.6.7.5 | compare and contrast one author's presentation of events with that of another (ex. A personal memoir versus a biography). (RI.6.9) | P |

| LA.6.7.6 | comprehend informational text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.6.10) | S |
|---|---|---|

| LA.6.8 | **Outcome 8: Comparing/Contrasting Story Elements** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will compare and contrast short stories, novels, and multimedia formats by evaluating the setting, theme, and word choice in each piece.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.6.8.1 | locate a theme, or central idea of a text and how it is conveyed through detail. (RL.6.2) | P |
| LA.6.8.2 | analyze the impact of word choice on the author's purpose and tone. (RL.6.4, RL.6.5) | P/S |
| LA.6.8.3 | analyze how a particular sentence, chapter, scene, etc. fits into the overall theme in order to recognize details from the story. (RL.6.5) | S |
| LA.6.8.4 | compare and contrast reading, listening, or viewing audio, video and live versions of text. (RL.6.7) | S |
| LA.6.8.5 | rate the different medias and evaluate which is better using specific pieces of evidence from each. (RL.6.7) | S |

| LA.6.9 | **Outcome 9: Reading Response** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will analyze a text, develop ideas, and use direct quotes to organize and compose a formal reading response.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.6.9.1 | develop a topic with relevant facts, definitions, and quotations. (W.6.2b) | P |
| LA.6.9.2 | use appropriate transitions to clarify relationships among ideas and concepts. (W.6.2c) | P |
| LA.6.9.3 | establish and maintain a formal style. (W.6.2e) | P |
| LA.6.9.4 | utilize precise language and domain specific vocabulary to explain the topic. (W.6.2d) | P |
| LA.6.9.5 | produce clear and coherent writing where development, organization, and style are appropriate to task, purpose, and audience. (W.6.4) | S |
| LA.6.9.6 | compose various sentence patterns for meaning, reader, listener, and style. (L.6.3a) | P |
| LA.6.9.7 | maintain consistency in style and tone. (L.6.3b) | P |
| LA.6.16.1 | produce written pieces routinely for extended and short time frames for a variety of purposes and audiences. (W.6.10) | S |

| LA.6.10 | Outcome 10: Media-Based Discussions-Debate | Pacing: 3rd Quarter |
|---|---|---|
| | Students will engage in a range of collaborative discussions with diverse partners by building on others' ideas and expressing their own ideas. | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.6.10.1 | prepare for discussion by reading student selected texts. (SL.6.1a) | P |
| LA.6.10.2 | cite examples of evidence to support the topic by referring to the text. (SL.6.1a) | P |
| LA.6.10.3 | Reflect on ideas being discussed through summary. (SL.6.1a) | P |
| LA.6.10.4 | apply agreed upon rules for discussion. (SL.6.1b) | P |

| LA.6.11 | Outcome 11: Story Elements and Figurative Language | Pacing: 3rd Quarter |
|---|---|---|
| | Students will construct a summary and develop accurate inferences by using point of view, word choice, and figurative language in texts with similar themes. | |
| | Students will... | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA.6.11.1 | explain how an author develops point of view of the narrator or speaker. (RL.6.6) | P |
| LA.6.11.2 | summarize a text without using personal opinions or judgments. (RL.6.2) | P |
| LA.6.11.3 | cite specific details in the summary from the text. (RL.6.2) | P |
| LA.6.11.4 | justify an inference by citing a page number. (RL.6.1) | P |
| LA.6.11.5 | analyze examples of metaphor, simile, and personification in order to comprehend grade appropriate text. (RL.6.4) | P |

| LA.6.12 | **Outcome 12: Language Analysis** | **Pacing: 4th Quarter** |
|---|---|---|
| | **Students will evaluate texts by analyzing word meaning in different media formats.** | |
| | **Students will...** | |

| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
|---|---|---|
| LA.6.12.1 | determine the meaning of words and phrases as they are used in a text, including connotative meanings and figurative meanings. (RL.6.4) | P |
| LA.6.12.2 | determine the meaning of words and phrases as they are used in a text including technical meanings. (RI.6.4) | P |
| LA.6.12.3 | Integrate information presented in different media formats to demonstrate understanding. (RI.6.7 ) | S |

| LA.6.13 | **Outcome 13: Research Writing** | **Pacing: 4th Quarter** |
|---|---|---|
| | **Students will utilize the writing process in order to compose a research paper citing information from several sources.** | |
| | **Students will...** | |

| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
|---|---|---|
| LA.6.13.1 | paraphrase or quote the data and conclusions of others while avoiding plagiarism in your paper, while including bibliographic information. (W.6.8) | P |
| LA.6.13.2 | establish and maintain a formal style (W.6.2e) | P |
| LA.6.13.3 | demonstrate the use of precise language and domain specific vocabulary to explain the topic. (W.6.2d) | P |
| LA.6.13.4 | conduct research and compose a paper on a suggested topic, and draw on several print and digital sources for inquiry when appropriate. (W.6.7)  *Dual Taught ILT Standard* | S |
| LA.6.13.5 | develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach with guidance and support from peers and teacher. (W.6.5) | S |
| LA.6.13.6 | produce clear coherent writing that is developed, and organized for a specific task, purpose and audience. (W.6.4) | S |
| LA.6.13.7 | use technology to produce writing and demonstrate keyboarding skills utilizing correct spelling and punctuation using MLA format (see Appendix T). (W.6.6, L.6.2a, L.6.2b)  *Dual Taught ILT Standard* | S/P |
| LA.6.13.8 | apply grade appropriate reading standards to information (ex. find claims that are supported by evidence and those that are not). (W.6.9b) | S |
| LA.6.13.9 | produce written pieces routinely for extended and short time frames for a variety of purposes and audiences. (W.6.10) | S |

| LA.6.14 | Outcome 14: Research Presentation | Pacing: 4th Quarter |
|---|---|---|
| | **Students will present their research using a multimedia format to a diverse group of students.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.6.14.1 | show multimedia components and visual displays in presentations to clarify information. (SL.6.5) | S |
| LA.6.14.2 | present claims and findings, by sequencing ideas logically, and using facts and details. (SL.6.4) | P |
| LA.6.14.3 | use eye contact, adequate volume, and clear pronunciation when presenting. (SL.6.4) | P |
| LA.6.14.4 | adapt speech to a variety of contexts and task and demonstrate command of formal English. (SL.6.6) | S |
| LA.6.14.5 | analyze a speaker's argument and specific claims to evaluate validity. (SL.6.3) | P |
| LA.6.14.6 | distinguish claims that are supported by reasons and evidence. (SL.6.3) | P |


| LA.6.15 | Outcome 18: Writing Conventions (YEAR LONG) | Pacing: Year Long |
|---|---|---|
| | **Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.6.15.1 | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (L.6.2a) | S |
| LA.15.2 | Spell correctly. (L.6.2b) | P |
| LA.15.3 | Use appropriate transitions to clarify the relationships among ideas and concepts. (W.6.2c) | P |
| LA.15.4 | Use standardized English conventions (ie. capitalization and punctuation, etc.). (local) | P |

| LA.6.16 | Outcome 19: Vocabulary Acquisition (YEAR LONG) | Pacing: Year Long |
|---|---|---|
| | **Students will draw evidence from literary and informational texts to support analysis, reflection, and research.** | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.6.16.1 | utilize context clues in order to verify the meaning of words or phrases, and verify the preliminary meaning of a word or phrase.  (L.6.4a, L.6.4d) | P/S |
| LA.6.16.2 | utilize grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (see Appendix). (L.6.4b) | P |
| LA.6.16.3 | consult reference materials, both print and digital, to find the pronunciation of a and determine the meaning of unknown words. (L.6.4c) | S |
| LA.6.16.4 | use the relationship between particular words to better understand each of the words. (L.6.5b) | P |
| LA.6.16.5 | distinguish among the connotations of words with similar denotations i.e. stingy, scrimping. (L.6.5c) | P |
| LA.6.16.6 | acquire and use accurately grade appropriate academic and domain specific words and phrases. (L.6.6) | P |

**7th Grade ELA - At a Glance**

|  | Outcome Description | Pacing (Quarter) | Testing Administration guidelines and tests, located in team drives, are located below |
|---|---|---|---|
| | **All mastery levels are indicated at 70% or above for assessments at this level.** | | |
| 7.1 | Text Structures | 1 | LA.7.1 Assessment Docs |
| 7.2 | Literary Analysis | 2 | LA.7.2 Assessment Docs |
| 7.3 | Compare/Contrast - fictional Portrayal | 3 | LA.7.3 Assessment Docs |
| 7.4 | Historical Research | 3 | LA.7.4 Assessment Docs |
| 7.5 | Narrative Writing | 3 | LA.7.5 Assessment Docs |
| 7.6 | Argument | 4 | LA.7.6 Assessment Docs |
| 7.7 | Range of Reading | YL | LA.7.7 Assessment Docs |
| 7.8 | Range of Writing | YL | LA.7.8 Assessment Docs |
| 7.9 | Speaking | YL | LA.7.9 Assessment Docs |
| 7.10 | Language | YL | LA.7.10 Assessment Docs |

| LA.7.1 | **Outcome 1: Text Structures** | **Pacing: 1st Quarter** |
|---|---|---|
| | **Students will utilize the writing process in order to compose an informational/explanatory text.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.7.1.1 | write informational/explanatory text for a specific purpose utilizing appropriate text structures (i.e. definition, description, compare/contrast, sequence/chronological order, cause/effect, problem/solution, and classification) and text features (i.e. subheadings, graphics, charts, tables, timelines). (W.7.2a) | P |
| LA.7.1.2 | develop a topic with relevant facts, definitions, and/or concrete details. (W.7.2.b) | P |
| LA.7.1.3 | demonstrate organization through the use of appropriate transitions, text structure signal words, precise language, and domain specific vocabulary in order to inform or explain on a selected topic. (W.7.2.c) (W.7.2.d) | P |
| LA.7.1.4 | establish and maintain a formal style. (W.7.2.e) | S |

| LA.7.2 | **Outcome 2: Literary Analysis** | **Pacing: 2nd Quarter** |
|---|---|---|
| | **Students will analyze how literary elements work together to create meaning for the reader.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.7.2.1 | cite textual evidence to support how the author develops a theme over the course of a text. (RL.7.2, RL.7.1) | P |
| LA. 7.2.2 | analyze how an author develops a narrative to have the following elements interact: characters, setting, and plot. (RL.7.2) | P |
| LA.7.2.3 | analyze how an author develops and contrasts the perspectives of different characters or narrators in a text. (RL.7.6) | P |
| LA.7.2.4 | evaluate the impact rhymes and other repetitions of sounds have on a specific verse, stanza, or section of a story or drama. (RL.7.4) | S |
| LA.7.2.5 | analyze how a drama's or poem's form or structure contributes to its meaning. (RL.7.5) | S |
| LA.7.2.6 | analyze figures of speech in context (allusion, hyperbole, idiom, metaphor, onomatopoeia, personification, symbolism, alliteration. (L.7.5a, RL.7.4) | P |

| LA.7.2.7 | compare and contrast the written version of a narrative to its film version in order to analyze the effects of techniques unique to each medium. (RL.7.7) | S |
|---|---|---|
| LA.7.2.8 | distinguish among the connotations (associations) of words with similar denotations (definitions). (7.L.5c) | S |

| LA.7.3 | **Outcome 3: Compare/Contrast - Fictional Portrayal** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will compare and contrast a fictional portrayal of a time, place, or character and a historical account of a same period as a means of understanding how authors of fiction use or alter history.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.7.3.1 | compare and contrast a historical fiction text to an informational text on the same topic. (RL.7.9) | P |
| LA.7.3.2 | analyze the interactions between individuals, events, and ideas in both historical fiction and informational text on the same topic. (RI.7.3) | P |

| LA.7.4 | **Outcome 4: Historical Research** | **Pacing:3rd Quarter** |
|---|---|---|
| | **Students will conduct research to answer an inquiry question with a historical significance.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.7.4.1 | conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7) | P |
| LA.7.4.2 | compile and cite information from multiple sources in order to publish a researched piece of writing. (W.7.6) | P |
| LA.7.4.3 | conduct research:<br>a. use appropriate search terms to locate sources (print and digital),<br>b. analyze sources to determine credibility<br>c. effectively embed quote in research<br>d. effectively paraphrase information<br>e. Utilize MLA formatting for standard citation (W.7.8) | P |

| LA.7.5 | **Outcome 5: Narrative Writing** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will utilize the writing process in order to compose a narrative from a self-selected time period depicting real and imagined events.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.7.5.1 | engage and orient the reader by establishing a specific point of view and introducing a narrator / characters, and arrange events in a logical sequence that unfolds naturally. (W.7.3a) | P |
| LA.7.5.2 | utilize dialogue and descriptions to develop characters, experiences, and events. (W.7.3b) | P |
| LA.7.5.3 | use precise words, phrases, relevant descriptive details, and sensory language in order to convey experiences and events recognizing wordiness and redundancy. (W.7.3d, L.7.3) | S |
| LA.7.5.4 | use commas to separate coordinate adjectives. (L.7.2) | S |
| LA.7.5.5 | demonstrate organization through the use of appropriate transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another. (W.7.3.c, W.7.4) | P |
| LA.7.5.6 | provide a resolution that ties to the experiences or events in the narrative. (W.7.3e) | P |
| LA.7.5.7 | publish a narrative with some guidance and support in order to develop and strengthen writing as needed by planning, revising, editing, spelling correctly, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.7.5, W.7.6, L.7.2) | S |

| LA.7.6 | **Outcome: Argument** | **Pacing: 4th Quarter** |
|---|---|---|
| | **Students will delineate multiple arguments in a text, recognize differing perspectives, and state a claim.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.7.6.1 | analyze how two or more authors writing about the same topic present key information by emphasizing evidence to support their perspective. (RI.7.6, RI.7.9) | P |
| LA.7.6.2 | identify and evaluate each author's perspective, claim, and evidence to assess whether the reasoning is sound. (RI.7.8) | P |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.7.6.3 | state a claim and counterclaim, and support with evidence from text using accurate and credible sources. (RI.7.1, W.7.1.a, W.7.1b) | P |
| LA.7.6.4 | compose an argument using a formal tone including words, phrases, and clauses to create cohesion and clarity exhibiting the relationships between claims, reasons, and evidence. (W.7.1c, W.7.1d) | P |
| LA.7.6.5 | evaluate claims and evidence to provide a concluding statement which supports the argument presented. (W.7.1b, W.7.1e) | S |
| LA.7.6.6 | compare and contrast the written version of a speech to its audio, video, or multimedia version looking specifically at word choice, organization, and content in order to evaluate how the delivery of the speech affects the impact of the words. (RI.7.7) | S |

| LA.7.7 | **Outcome 7: Range of Reading** | **Pacing: Year Long** |
|---|---|---|
| | **Students will apply comprehension strategies to grade appropriate literature and informational texts.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.7.7.1 | comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10) | P |
| LA.7.7.2 | comprehend informational text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.7.10) | P |
| LA.7.7.3 | identify organizational patterns of text pieces (definition, description, comparison/contrast, sequence/chronological order, cause/effect, problem/solution and classification). (RI.7.5) | P |
| LA.7.7.4 | Identify and analyze the central ideas over the course of the text in order to determine the development of the topic. (RI.7.2) | P |
| LA.7.7.5 | create an objective summary of the text, including how the central ideas contribute to the overall topic. (RI.7.2, RL.7.2) | P |
| LA.7.7.6 | Identify general academic and domain specific words, specific to a text in order to determine meaning.  (L.7.6) | S |
| LA.7.7.7 | Restate the meaning of an unknown word using context clues (RL.7.4, RL.7.4A) | P |
| LA.7.7.8 | Use the relationship between particular words to comprehend the meaning of each word. (L.7.5b) | P |
| LA.7.7.9 | Use a dictionary (electronic or print) to determine meaning, spelling, and part of speech of unknown words. (L.7.4c, L.7.4d) | P |

| LA.7.8 | Outcome 8: Range of Writing | Pacing: Year Long |
|---|---|---|
| | Students will write routinely over extended and shorter time frames for a range of discipline specific tasks, purposes, or audiences. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.7.8.1 | compose responses for the purpose of reflection, research, and revision. (W.7.10) | P |
| LA.7.8.2 | compose narrative and expository texts that follow the writing process. (W.7.10) | P |
| LA.7.8.3 | compose smaller pieces (ex. exit tickets, bell work assignments) for the purpose of focus (staying on topic) and reflection. (W.7.10) | S |
| LA.7.8.4 | cite text evidence from literary and informational text to analyze, reflect, and research (i.e. Claim - Evidence - Reasoning, compare literary techniques to film techniques, analyze the soundness of an author's claim. (W.7.9) | P |
| LA.7.8.5 | use grade appropriate language when composing. (L.7.6) | S |
| LA.7.8.6 | edit and revise for precise language, domain specific vocabulary, sentence variety, transitions, and spelling. (L.7.2, L.7.3) | P |
| LA.7.8.7 | create a concluding statement that supports the topic and explanation presented. (W.7.2.f) | S |

| LA.7.9 | Outcome 9: Speaking | Pacing: Year Long |
|---|---|---|
| | Students will engage effectively in a range of collaborative discussions and presentations on grade level appropriate topics, texts, and issues building on others ideas and expressing their own clearly. | |
| | Students will... | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA.7.9.1 | prepare for discussions by reading or researching, then annotating material being discussed. (SL.7.1a) | P |
| LA.7.9.2 | follow rules for collegial discussions:<br>• define individual roles (SL.7.1b)<br>• pose and respond to questions that elicit elaboration (SL.7.1c)<br>• acknowledge other's perspective, modify own views when warranted (SL.7.1d) | P |
| LA.7.9.3 | refer to annotated material to question and reflect on ideas being discussed. (SL.7.1a) | P |

| LA.7.9.4 | analyze the main idea and supporting details to clarify a topic.  (SL.7.2) | P |
| LA.7.9.5 | analyze a speaker's claims in order to evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3) | P |
| LA.7.9.6 | use grade appropriate language when speaking.  (L7.6) | S |
| LA.7.9.7 | create a presentation including multimedia components and visual displays to clarify claims and emphasize key ideas. (SL.7.4, SL.7.5) | P |
| LA.7.9.8 | incorporate effective eye contact, volume, and clear pronunciation. (SL.7.4,SL.7.6) | S |
| LA.7.9.9 | express ideas clearly utilizing a formal presentation style. (L.7.3, L.7.6) | S |

| **LA.7.10** | **Outcome 10: Language** | **Pacing: Year Long** |
|---|---|---|
| | **Students will apply standard English conventions when writing or speaking.** | |
| | **Students will...** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA.7.10.1 | utilize Greek and Latin affixes and roots to determine the meaning of unknown words (see Appendix P). (L.7.4B) | P |
| LA.7.10.2 | identify and write types of sentences simple, compound, complex, and compound-complex sentences. (L.7.1b) | S |
| LA.7.10.3 | identify phrases and clauses and explain their function in specific sentences. (L.7.1a) | S |
| LA.7.10.4 | recognize phrases and clauses within a sentence while correcting misplaced and dangling modifiers. (L.7.1c) | S |

**8th Grade ELA - At a Glance**

| | Outcome Description | Pacing (Quarter) | Testing Administration guidelines and tests, located in team drives, are located below |
|---|---|---|---|
| | **All mastery levels are indicated at 70% or above for assessments at this level.** | | |
| 8.1 | Craft & Structure | 1 | [LA.8.1 Assessment Docs](#) |
| 8.2 | Elements of Literature | 1/2 | [LA.8.2 Assessment Docs](#) |
| 8.3 | Narrative Writing | 2 | [LA.8.3 Assessment Docs](#) |
| 8.4 | Central Ideas within Informational Texts | 3 | [LA.8.4 Assessment Docs](#) |
| 8.5 | Explanatory Essay Writing | 3 | [LA.8.5 Assessment Docs](#) |
| 8.6 | Conflicting Arguments within Informational Texts | 4 | [LA.8.6 Assessment Docs](#) |
| 8.7 | Argumentative Writing | 4 | [LA.8.7 Assessment Docs](#) |
| 8.8 | Vocabulary Acquisition and Usage | YL | [LA.8.8 Assessment Docs](#) |
| 8.9 | Range of Writing | YL | [LA.8.9 Assessment Docs](#) |
| 8.10 | Grammar, Usage, and Conventions | YL | [LA.8.10 Assessment Docs](#) |
| 8.11 | Speaking & Listening | YL | [LA.8.11 Assessment Docs](#) |
| 8.12 | Reading Comprehension | YL | [LA.8.12 Assessment Docs](#) |

# 8th Grade Language Arts Curriculum

| LA.8.1 | Outcome 1: Craft & Structure | Pacing: 1st Quarter |
|---|---|---|
| | Students will compare, contrast, and analyze the craft & structure (e.g. language choices, sentence length, paragraph or stanza length/organization, etc.) of two or more texts to determine how the differing craft & structures of each text contributes to its meaning and style. | |
| | Students will… | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA 8.1.1 | identify specific elements of the texts' craft (e.g. allusions, analogies, word use, figurative/connotative meaning of words, etc.) (RL.8.4) | P |
| LA 8.1.2 | determine the meaning of the words and phrases as used in the text in order to analyze the impact of the word choices on meaning and tone. (RL 8.4) | P |
| LA 8.1.3 | compare and contrast the elements of each text's craft and structures and analyze how those elements impact the meaning, style, and tone of the texts. (RL.8.5) | S |
| LA 8.1.4 | analyze how different points of view between the characters and the audience create suspense humor through irony. (RL.8.6) | S |

| LA.8.2 | Outcome 2: Elements of Literature | Pacing: 1st & 2nd Quarters |
|---|---|---|
| | Students will analyze the central idea of a text and how it draws upon theme(s), patterns, and/or character types and development from myths, traditional works, and/or modern stories. | |
| | Students will… | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA 8.2.1 | analyze and evaluate the connections (i.e., theme, character types, patterns) between the works today and the works from the past in order to discuss the influences and effects on the texts. (RL.8.9) | P |
| LA 8.2.2 | analyze the faithfulness of the live film production to the text, evaluating the choices made by the director or actors. (RL.8.7) | S |
| LA 8.2.3 | use characterization terms: static, dynamic, round, flat, protagonist, antagonist, etc. in order to analyze a character's role. (RL.8.3) | S |
| LA 8.2.4 | analyze dialogue for the purpose of gaining insight into a character's personality and motivation. (RL.8.3) | P |
| LA 8.2.5 | analyze the author's choice and development of theme to determine the relationship between the characters, setting and plot, citing textual evidence as support. (RL.8.1, RL.8.2) | P |

| LA.8.3 | **Outcome 3: Narrative Writing** | Pacing: 2nd Quarter |
|---|---|---|
| | **Students will write a narrative piece to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA 8.3.1 | maintain a point of view by introducing a narrator and characters. (W.8.3a, W.8.4) | P |
| LA 8.3.2 | organize an event sequence that unfolds naturally and logically. (W.8.3.a, W.8.4) | P |
| LA 8.3.3 | utilize dialogue, pacing, description, and reflection to develop experiences, events, and characters. (W.8.3b, W.8.4) | P |
| LA 8.3.4 | use transitions appropriate to convey sequence and relationships between events. (W.8.3c, W.8.4) | P |
| LA 8.3.5 | produce descriptive details and sensory language to capture the action and convey experiences and events. (W.8.3d, W.8.4) | P |
| LA 8.3.6 | compose a reflective conclusion. (W.8.3e, W.8.4) | P |


| LA.8.4 | **Outcome 4: Central Ideas within Informational Texts** | Pacing: 3rd Quarter |
|---|---|---|
| | **Students will determine the central idea of an informational text and chart its development by analyzing how the text makes connections among, and distinctions between, individuals, ideas, and events through various means (ex. comparisons, analogies, or categories), while citing evidence to support their analysis.** | |
| | **Students will...** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA 8.4.1 | analyze a text to determine the central idea(s) (explicit and inferred) and details of a text to provide an objective summary.  (RI.8.1, RI.8.2) | P |
| LA 8.4.2 | analyze the development of the central idea(s) throughout the text, including its relationship to supporting ideas.  (RI.8.2) | P |
| LA 8.4.3 | analyze the connections made within a text regarding individuals, ideas, and events (ex. allusions, analogies, comparisons, etc.) and analyze the effect they have on the message of the text.  (RI.8.3) | S |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA 8.4.4 | Cite evidence to support the reader's ideas, opinions, and conclusions regarding the connections within the text. (RI.8.1, W.8.9b) | P |
| LA 8.4.5 | evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.  (RI.8.7) | S |

| LA.8.5 | **Outcome 5: Explanatory Essay Writing** | **Pacing: 3rd Quarter** |
|---|---|---|
| | **Students will compose an informative/explanatory essay to examine and convey complex ideas, concepts, and information clearly, appropriately, and accurately through the selection, organization, and analysis of content.** | |
| | **Students will…** | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA 8.5.1 | compose self-generated, focused, questions about a topic and select one to research in order to compose a thesis statement. (W.8.2a, W.8.4, W.8.7) | P |
| LA 8.5.2 | organize ideas appropriately by using specific formatting (e.g. headings, graphics, multimedia, and tables to aid comprehension). (W.8.2a, W.8.4) | P |
| LA 8.5.3 | integrate information from several sources to answer a self-generated question and develop the topic through the use of well-chosen facts, definitions, details, quotations, and other information. (W.8.2b, W.8.4, W.8.7) | P |
| LA 8.5.4 | use appropriate transitions and syntax to create cohesion. (W.8.2c, W.8.4) | P |
| LA 8.5.5 | establish and maintain MLA format, a formal style, and utilize precise language/domain specific vocabulary. (W.8.2d, W.8.2e, W.8.4) | P |
| LA 8.5.6 | compose a concluding statement or section that supports the information presented. (W.8.2f, W.8.4) | P |
| LA 8.5.7 | utilize in-text citations to credit quotes and paraphrased data and information and compile a works cited page with multiple, credible resources (print and/or digital) in MLA format (see Appendix T). (W.8.8) | P |
| LA 8.5.8 | compile relevant information from print and digital sources by using search terms effectively. (W.8.8) | P |
| LA 8.5.9 | assess the credibility and accuracy of each source. (W.8.8) | P |

| LA.8.6 | Outcome 6: Conflicting Arguments within Informational Texts | Pacing: 4th Quarter |
|---|---|---|
| | Students will distinguish between fact and interpretation in conflicting arguments to evaluate the validity of the information. | |
| | Students will… | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA 8.6.1 | determine the conflicting arguments of a text. (RI.8.6) | P |
| LA 8.6.2 | distinguish between fact and opinion within two or more texts to evaluate the validity of the argument. (RI.8.9) | S |
| LA 8.6.3 | evaluate the arguments in a text in order to determine the effectiveness of an author's argument. (RI.8.8) | P |
| LA 8.6.4 | analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (RI.8.5) | P |
| LA 8.6.5 | determine whether the information used within an argument is relevant and sufficient, recognizing when irrelevant information is included. (RI.8.8) | P |
| LA 8.6.6 | determine the author's purpose in regards to utilization of ethos, pathos and logos. (RI.8.4) | S |
| LA 8.6.7 | determine and analyze different tones in a text and its effect on the author's purpose. (RI.8.4) | P |
| LA 8.6.8 | determine first, second, third point of view and how this affects the author's purpose. (RI.8.6) | P |

| LA.8.7 | Outcome 7: Argumentative Writing | Pacing: 4th Quarter |
|---|---|---|
| | Students will write arguments to support claims with clear reasons and relevant evidence. | |
| | Students will… | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA 8.7.1 | propose a claim, acknowledge, and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically. (W.8.1a, W.8.4) | P |
| LA 8.7.2 | support claims with logical reasoning and relevant evidence using accurate, credible sources. (W.8.1b, W.8.4) | P |

| | | |
|---|---|---|
| LA 8.7.3 | use reasonable transitions to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence. (W.8.1c, W.8.4) | P |
| LA 8.7.4 | establish formal style. (W.8.1d, W.8.4) | P |
| LA 8.7.5 | compose a concluding statement or section that follows from and supports the argument presented.  (W.8.1e, W.8.4) | P |

| LA.8.8 | **Outcome 8: Vocabulary Acquisition and Usage** | **Pacing: Year Long** |
|---|---|---|
| | **Students will determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies.** | |
| | **Students will…** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| LA 8.8.1 | use context clues to determine the meaning of a word or phrase. (L.8.4a) | P |
| LA 8.8.2 | use common grade appropriate Greek or Latin affixes or roots as clues to the meaning of a word (see Appendix P). (L.8.4b) | P |
| LA 8.8.5 | interpret figures of speech in contexts (ex. Types of irony, puns). (L.8.5a) | P |
| LA 8.8.6 | use the relationship between particular words to better understand each of the words. (L.8.5b) | P |
| LA 8.8.7 | distinguish the connotations (associations) of words in order to comprehend text. (L.8.5c) | P |
| LA 8.8.7 | distinguish the connotations (associations) of words in order to comprehend text. (L.8.5c) | P |
| LA 8.8.3 | consult general and specialized reference materials, both print and digital, to find the pronunciation of a word, or to determine or clarify its precise meaning or part of speech. (L.8.4c) | S |
| LA 8.8.4 | predict the meaning of a word, then verify the preliminary determination of the meaning  of a word or phrase, checking it in context. (L.8.4d) | S |
| LA 8.8.8 | acquire and use grade-appropriate general and specialized vocabulary words and phrases in order to determine the meaning of words important to comprehension and expression. (L.8.6) | S |

| LA.8.9 | Outcome 9: Range of Writing | Pacing: Year Long |
|---|---|---|
| | Students will utilize the writing process routinely over extended and shorter time frames, with guidance and support from peers and adults, to develop and strengthen their writing for specific tasks, purposes, and audiences. | |
| | Students will… | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA 8.9.1 | compose a variety of writing pieces of variable lengths for the purpose of focus and reflection (ex. exit tickets, bell work assignments, journal entries, etc.). (W.8.10) | P |
| LA 8.9.2 | create techniques for initiating and organizing ideas for writing (ex. brainstorming, outlines, etc.). (W.8.5) | S |
| LA 8.9.3 | evaluate writing and propose changes in areas such as conventions, organization, word choice, and style in their own writing and the writing of their peers. (W.8.5) | S |
| LA 8.9.4 | Use technology to produce/publish writing as well as to collaboratively discuss information and ideas. (W.8.6) | P |
| LA 8.9.5 | demonstrate command of conventions: capitalization, punctuation (including punctuation that indicates a pause or break), and spelling. (L.8.2a, L.8.2c) | P |
| LA 8.9.6 | use ellipses and dashes to indicate a pause or break and use an ellipsis to indicate an omission. (L.8.2a, L.8.2b) | P |

| LA.8.10 | Outcome 10: Grammar, Usage, and Conventions | Pacing: Year Long |
|---|---|---|
| | Students will use grade appropriate grammar and conventions within their writing. | |
| | Students will… | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| LA 8.10.1 | form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. (L.8.1c, L.8.3a) | S |
| LA 8.10.2 | recognize and correct inappropriate shifts in verb voice and mood. (L.8.1d) | S |
| LA 8.10.3 | form and use verbs in the active and passive voice. (L.8.1b, L.8.3a) | S |
| LA 8.10.4 | explain the function of verbals (gerunds, participles, infinitives) in general, and their function in particular sentences. (L.8.1a) | S |

| LA.8.11 | Outcome 11: Speaking & Listening | Pacing: Year Long |
|---|---|---|
| | **Students will engage productively in a range of discussions and presentations on grade level appropriate topics and texts.** | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA 8.11.1 | prepare for and engage in collegial discussions and decision-making, use evidence from a text, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.8.1a, SL.8.1b) | P |
| LA 8.11.2 | pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (SL.8.1c) | P |
| LA 8.11.3 | evaluate new information expressed by others and when warranted qualify or justify their own views in light of the evidence presented. (SL.8.1d) | P |
| LA 8.11.4 | analyze the purpose of information presented in diverse media formats to evaluate the motives behind its presentation. (SL.8.2) | S |
| LA 8.11.5 | define a speaker's argument/specific claims and evaluate the reasoning of the argument/claim and identify if/when irrelevant evidence is introduced. (SL.8.3) | P |
| LA 8.11.6 | present and support claims in a focused, coherent manner with strong support using appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4) | P |
| LA 8.11.7 | integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) | S |
| LA 8.11.8 | tailor speech to a particular task and audience. (SL.8.6) | S |

| LA.8.12 | Outcome 12: Reading Comprehension | Pacing: Year Long |
|---|---|---|
| | **Students will comprehend grade-appropriate literary and informational texts.** | |
| | Students will… | |

| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| LA 8.12.1 | comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.8.10) | P |

| LA 8.12.2 | comprehend informational text in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.8.10) | P |
| LA 8.12.3 | provide an objective summary of the text. (RL.8.2) (RI.8.2) | P |

## English I: Survey of Literature and Composition - At a Glance

| Outcome # | Outcome Description | Pacing (Semester) |
|---|---|---|
| **All mastery levels are indicated at 70% or above for assessments at this level.** | | |
| LA.9.1 | Short Narrative | 1 |
| LA.9.2 | Thematic Novel | 1 |
| LA.9.3 | Literary Analysis | 1 |
| LA.9.4 | Grammar 1A | 1 |
| LA.9.5 | Vocabulary 1A | 1 |
| LA.9.6 | Informational Text | 2 |
| LA.9.7 | Informative Essay | 2 |
| LA.9.8 | Speech | 2 |
| LA.9.9 | Poetry | 2 |
| LA.9.10 | Drama | 2 |
| LA.9.11 | Grammar 1B | 2 |
| LA.9.12 | Vocabulary 1B | 2 |
| LA.9.13 | Routine Writing | Yearlong |
| LA.9.14 | Socratic Seminar | Yearlong |
| **Testing Administration guidelines and tests, located in team drives, are located below** | | |
| 9th Grade Assessment Docs | | |

# 9th Grade Language Arts Curriculum

| LA.9.1 | **Outcome 1: Short Narrative** | **Pacing: 1st Semester** |
|---|---|---|
| | Students will analyze short narratives to determine their themes in relation to the human condition. | |
| | **Students will…** | |

| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
|---|---|---|
| RL.9.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| RL.9.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RL.9.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | P |
| RL.9.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | P |
| L.9.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | P |
| | | |
| RL.9.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery or tension. | S |
| RL.9.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | S |
| RL.9.10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | P |

| LA.9.2 | Outcome 2: Thematic Novel | Pacing: 1st Semester |
|---|---|---|
| | Students will analyze a novel to evaluate character development in relation to the human condition. | |
| | Students will… | |

| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| RL.9.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| RL.9.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RL.9.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | P |
| RL.9.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | P |
| L.9.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | P |
| | | |
| RL.9.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery or tension. | S |
| RL.9.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). | S |
| RL.9.10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | P |

| LA.9.3 | **Outcome 3: Literary Analysis** | Pacing: 1st Semester |
|---|---|---|
| | **Students will utilize the writing process to compose a literary analysis of a text.** | |
| | **Students will…** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.9.1.A | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. | P |
| W.9.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | P |
| W.9.1.E | Provide a concluding statement or section that follows from and supports the argument presented. | P |
| W.9.2.A | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings). | P |
| W.9.2.B | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | P |
| W.9.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | P |
| W.9.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | P |
| W.9.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| L.9.3.A | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. | P |
| | | |
| W.9.1.B | Develop claim(s), supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. | S |
| W.9.1.C | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between | S |

| | | | |
|---|---|---|---|
| | reasons and evidence, and between claim(s) and counterclaims. | | |
| W.9.2.C | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | S |
| W.9.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic. | S |
| W.9.2.E | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | S |
| W.9.5 | 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. | S |
| L.9.2.A | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. | S |
| L.9.2.B | Use a colon to introduce a list or quotation. | S |
| L.9.2.C | Spell correctly. | S |

| | | |
|---|---|---|
| **LA.9.4** | **Outcome 4: Grammar 1A** | **Pacing: 1st Semester** |
| | **Students will identify phrases and clauses to add variety to writing.** | |
| | **Students will…** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| L.9.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | P |
| | | |
| L.9.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). | S |

| LA.9.5 | **Outcome 5: Vocabulary 1A** | **Pacing: 1st Semester** |
|---|---|---|
| | **Students will utilize previously unknown words and phrases.** | |
| | **Students will…** | |

| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| L.9.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | P |
| L.9.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | P |
| | | |
| L.9.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). | S |
| L.9.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. | S |
| L.9.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | S |

| LA.9.6 | **Outcome 6: Informational Text** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students will analyze various informational texts in order to deduce the author's purpose, tone, and implicit and explicit meaning in informational writing.** | |
| | **Students will…** | |

| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| RI.9.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| RI.9.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |

| | | |
|---|---|---|
| RI.9.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | P |
| RI.9.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | P |
| L.9.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | P |
| L.9.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | P |
| | | |
| RI.9.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | S |
| RI.9.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | S |
| RI.9.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | S |
| L.9.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | S |
| L.9.5.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | S |
| L.9.5.B | Analyze nuances in the meaning of words with similar denotations. | S |
| RI.9.9 | By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | P |

| LA.9.7 | **Outcome 7: Informative Essay** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students will utilize the writing process to compose an informative essay bases on the evaluation and synthesis of several textual forms** | |
| | **Students will...** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.9.1.A | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. | P |
| W.9.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | P |
| W.9.2.A | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings). | P |
| W.9.2.B | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | P |
| W.9.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | P |
| W.9.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | P |
| W.9.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | P |
| W.9.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | P |
| W.9.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| L.9.2.A | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. | P |
| L.9.2.B | Use a colon to introduce a list or quotation. | P |
| L.9.3.A | Write and edit work so that it conforms to the guidelines in a style manual | P |

| | | | |
|---|---|---|---|
| | (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. | | |
| | | | |
| W.9.1.B | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concern | S | |
| W.9.1.C | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | S | |
| W.9.2.C | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | S | |
| W.9.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic. | S | |
| W.9.2.E | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | S | |
| W.9.5 | 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. | S | |
| L.9.1.A | Use parallel structure. | S | |
| L.9.2.C | Spell correctly | S | |

| LA.9.8 | **Outcome 8: Speech** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students will present well-organized, evidence-based findings appropriate to purpose, audience, and task through the creation and delivery of an informative speech.** | |
| | **Students will…** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| SL.9.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | P |
| | | |
| SL.9.2 | Integrate multiple sources of information presented in diverse media or | S |

| | formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | |
|---|---|---|
| SL.9.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | S |
| SL.9.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | S |

| LA.9.9 | **Outcome 9: Poetry** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students will analyze the development of poetry through the use of poetic devices to create mood, tone, and theme.** | |
| | **Students will…** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL.9.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| RL.9.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RL.9.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | P |
| RL.9.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | P |
| L.9.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | P |
| L.9.5.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | P |
| L.9.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | P |
| | | |

| RL.9.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | S |
|---|---|---|
| L.9.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | S |
| L.9.5.B | Analyze nuances in the meaning of words with similar denotations. | S |
| RL.9.10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | P |

| LA.9.10 | **Outcome 10: Drama** | Pacing: 2nd Semester |
|---|---|---|
| | **Students will analyze a particular cultural perspective reflected in a work of literature from outside the United States in order to widen the readers' experience of world literature and the human condition.** | |
| | **Students will…** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL.9.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| RL.9.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RL.9.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | P |
| RL.9.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | P |
| RL.9.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). | P |
| L.9.5.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | P |
| L.9.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | P |

| | | |
|---|---|---|
| RL.9.9 | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | S |
| L.9.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | S |
| L.9.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | S |
| RL.9.10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | P |

| LA.9.11 | **Outcome 11: Grammar 1B** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students will utilize commas, semicolons, and colons appropriately to add variety to their writing.** | |
| | **Students will…** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| L.9.2.A | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. | P |
| L.9.2.B | Use a colon to introduce a list or quotation. | P |

| LA.9.12 | **Outcome 12: Vocabulary 1B** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students will utilize previously unknown words and phrases.** | |
| | **Students will…** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| L.9.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | P |
| L.9.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | P |
| | | |

| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| L.9.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). | S |
| L.9.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. | S |
| L.9.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | S |

| LA.9.13 | Outcome 13: Routine Writing | Pacing: Yearlong |
|---|---|---|
| | Students will write routinely for a variety of purposes. | |
| | Students will… | |
| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
| W.9.2.A | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. | P |
| W.9.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| RL.9.1/ RI.9.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| L.9.2.A | Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. | P |
| L.9.2.B | Use a colon to introduce a list or quotation. | P |
| | | |
| W.9.1.C | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | S |
| W.9.10 | Write routinely over extended time frames (for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | P |

| LA.9.14 | **Outcome 14: Socratic Seminar** | **Pacing: Yearlong** |
|---|---|---|
| | **Students will communicate and collaborate in a discussion format.** | |
| | **Students will…** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| SL.9.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | P |
| SL.9.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | P |
| SL.9.1.D | Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. | P |
| SL.9.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | P |
| SL.9.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | P |
| | | |
| SL.9.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | S |

**English II: Comparative Literature Studies and Composition - At a Glance**

| Outcome # | Outcome Description | Pacing (Semester) |
|---|---|---|
| **All mastery levels are indicated at 85% or above for assessments at this level.** | | |
| LA.10.1 | Allegorical Novel | 1 |
| LA.10.2 | Literary Analysis | 1 |
| LA.10.3 | Narrative Nonfiction | 1 |
| LA.10.4 | Informational Texts | 1 |
| LA.10.5 | Grammar 2A | 1 |
| LA.10.6 | Persuasive Essay | 2 |
| LA.10.7 | Dystopian Novel | 2 |
| LA.10.8 | Speech | 2 |
| LA.10.9 | Grammar 2B | 2 |
| LA.10.10 | Routine Writing | Yearlong |
| LA.10.11 | Socratic Seminar | Yearlong |
| **Testing Administration guidelines and tests, located in team drives, are located below** | | |
| [10th Grade Assessment Docs](#) | | |

# 10th Grade Language Arts Curriculum

| LA.10.1 | **Outcome 1: Allegorical Novel** | **Pacing: 1st Semester** |
|---|---|---|
| | **Students will analyze in detail the development of an allegory in a novel in order to evaluate the author's purpose.** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL. 10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RL.10.10 | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. | P |
| RL.10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | P |
| | | |
| RL.10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | S |
| RL.10.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). | S |
| L.10.6 | Acquire and use accurate 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. | S |

| LA.10.2 | **Outcome 2: Literary Analysis** | **Pacing: 1st Semester** |
|---|---|---|
| | **Students will utilize the writing process to compose a literary analysis of a text.** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | P |
| W10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | P |
| RL.10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| W.10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | P |
| W.10.9 | Draw evidence from literary or informational texts to  support analysis, reflection, and research. | P |
| L.10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |
| L.10.3.A | Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. | P |
| | | |
| W.10.5 | 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. | S |

| LA.10.3 | **Outcome 3: Narrative Nonfiction** | Pacing: 1st Semester |
|---|---|---|
| | **Students will analyze the development of a long form informational text's theme or central idea in detail while comparing the work to related informational texts (for detail, tone, and purpose).** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RI.10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| W.10.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| W.10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | P |
| RI.10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RI.10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | P |
| | | |
| RI.10.7 | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | S |
| RI.10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | S |
| RI.10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | S |
| RI.10.9 | By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | S |
| L.10.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | S |

| Local Component Code | Outcome 4: Informational Texts<br>Students will analyze the development of an informational text's theme (or central idea) in detail. | Pacing: 1st Semester |
|---|---|---|
| **LA.10.4** | | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RI.10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| RI.10.2 RI.10.9 | 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; by the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | P |
| RI.10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | P |
| RI.10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | P |
| RI.10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | P |
| | | |
| RI.10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | S |
| L.10.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | S |

| LA.10.5 | **Outcome 5: Grammar 2A** | **Pacing: 1st Semester** |
|---|---|---|
| | **Students will utilize punctuation (commas, semicolons, colons, and dashes) as well as subordination and coordination appropriately to add variety to their writing.** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| L.10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |

| LA.10.6 | **Outcome 6: Persuasive Essay** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students utilize the writing process to compose a persuasive research essay.** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | P |
| W10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | P |
| W.10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | P |
| W.10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | P |
| W.10.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| L.10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |
| L.10.3.A | Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type. | P |

| | | |
|---|---|---|
| | | S |
| W.10.5 | 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. | |

| LA.10.7 | **Outcome 7: Dystopian Novel** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students will analyze the development of a text's theme while comparing the work to related informational texts for detail, tone, and purpose.** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL.10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| RL. 10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RL. 10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | P |
| RL.10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | P |
| RL.10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | P |
| RL.10.10 | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. | P |
| RI.10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| RI.10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RI.10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | P |

| | | |
|---|---|---|
| RI.10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | P |
| RI.10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | P |
| RI.10.9 | By the end of grade 10, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | P |
| L.10.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | P |
| L.10.5.A | Interpret figures of speech (e.g.,euphemism, oxymoron) in context and analyze their role in the text. | P |

| LA.10.8 | Outcome 8: Speech | Pacing: 2nd Semester |
|---|---|---|
| | Students will present well-organized, evidence-based findings appropriate to purpose, audience, and task through the creation and delivery of a speech. | |
| Local Component Code | Component | Priority Component (P) Supporting Component (S) |
| SL.10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | P |
| SL.10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | P |
| | | |
| SL.10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | S |
| SL.10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | S |
| SL.10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | S |

| LA.10.9 | **Outcome 9: Grammar 2B** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students will recognize and avoid errors with subject-verb agreement (tense and number) and pronoun-antecedent agreement (case and number).** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| L.10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |

| LA.10.10 | **Outcome 10: Routine Writing** | **Pacing: Yearlong** |
|---|---|---|
| | **Students will write routinely for a variety of purposes.** | |
| | **Students will…** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.10.2.A | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. | P |
| W10.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| RL.10.1/ RI.10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| W.10.10 | Write routinely over extended time frames (for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | P |
| | | |
| W.10.1.C | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | S |

| LA.10.11 | **Outcome 11: Socratic Seminar** | **Pacing: Yearlong** |
|---|---|---|
| | **Students will communicate and collaborate effectively in an open discussion format.** | |
| **Local Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| SL.10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | P |
| SL.10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | P |
| SL.10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | P |

## English III: American Literature and Composition - At a Glance

| Outcome # | Outcome Description | Pacing (Semester) |
|---|---|---|
| **All mastery levels are indicated at 85% or above for assessments at this level.** | | |
| LA.11.1 | Foundations of American Literature | 1 |
| LA.11.2 | Intro to American Literary Movements | 1 |
| LA.11.3 | Literary Analysis | 1 |
| LA.11.4 | Shaping the American Dream | 2 |
| LA.11.5 | Argumentative Essay | 2 |
| LA.11.6 | Research Based Presentation | 2 |
| LA.11.7 | Routine Writing | Yearlong |
| LA.11.8 | Socratic Seminar | Yearlong |
| **Testing Administration guidelines and tests, located in team drives, are located below** | | |
| 11th Grade Assessment Docs | | |

# 11th Grade Language Arts Curriculum

| LA.11.1 | Outcome 1: Foundations of American Literature | Pacing: 1st Semester |
|---|---|---|
| | Students will examine literary works which establish the setting for the beginnings of American Literature. | |
| | **Students will...** | |

| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| RL.11.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | P |
| RL/RI.11.4 | 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. (Including Shakespeare as well as other authors.) | P |
| RL.11.9 | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. | P |
| RI.11.3 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RI.11.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. | P |
| | | |
| RL/RI.11.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | S |
| L.11.5 | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | S |
| RL/RI.11.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | P |

| LA.11.2 | **Outcome 2: Introduction to American Literary Movements** | Pacing: 1st Semester |
|---|---|---|
| | **Students will identify the major traits and historical significance of each of the following American literary movements-- Classicism, Romanticism, Transcendentalism, Dark Romanticism (Anti Transcendentalism), Realism, Regionalism, and Modernism--and be able to recognize those traits in literature.** | |
| | **Students will...** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL/RI.11.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| RL.11.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | P |
| RL/RI.11.4 | 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. (Including Shakespeare as well as other authors.) | P |
| RL.11.9 | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. | P |
| RI.11.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RI.11.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. | P |
| L.11.5 | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | P |
| | | |
| RL.11.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | S |
| RI.11.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | S |
| RI.11.9 | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of | S |

| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
|---|---|---|
| | Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. | |
| L.11.1.A | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. | S |
| L.11.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. | S |
| L.11.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | S |
| RL/RI.11.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | P |

| LA.11.3 | **Outcome 3: Literary Analysis** | Pacing: 1st Semester |
|---|---|---|
| | **Students will utilize the writing process to compose a literary analysis which illustrates the complexity of an era, the style of an author, or the establishment of a theme**. | |
| | **Students will...** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.11.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | P |
| W.11.1.B | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. | P |
| W.11.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | P |
| W.11.1.E | Provide a concluding statement or section that follows from and supports the argument presented. | P |
| W.11.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P |
| RL.11.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining | P |

| | where the text leaves matters uncertain. | |
|---|---|---|
| RL.11.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | P |
| L.11.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.11.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |
| | | |
| RL.11.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | S |
| W.11.1.C | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | S |
| W.11.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) | S |
| L.11.2.A | Observe hyphenation conventions. | S |
| L.11.2.B | Spell correctly. | S |
| L.11.3.A | Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | S |
| L.11.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | S |
| L.11.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. | S |
| L.11.5.B | Analyze nuances in the meaning of words with similar denotations. | S |
| L.11.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college | S |

| | and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
|---|---|---|

| LA.11.4 | **Outcome 4: Shaping the American Dream** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students will analyze literature that represents the evolving nature of common themes in American literature.** | |
| | **Students will...** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL/RI.11.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| RL.11.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | P |
| RL/RI.11.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | P |
| RL.11.9 | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. | P |
| RI.11.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | P |
| RI.11.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. | P |
| L.11.5 | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | P |
| | | |
| RL.11.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | S |
| RL.11.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | S |

| | | |
|---|---|---|
| RL.11.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) | S |
| L.11.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. | S |
| L.11.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | S |
| RL/RI.11.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | P |

| LA.11.5 | Outcome 5: Argumentative Essay | Pacing: 2nd Semester |
|---|---|---|
| | Students will utilize the writing process to compose an argumentative piece which addresses issues integral to a literary era/time period. | |
| | Students will... | |
| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
| W.11.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | P |
| W.11.1.B | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. | P |
| W.11.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | P |
| W.11.1.E | Provide a concluding statement or section that follows from and supports the argument presented. | P |
| W.11.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P |
| W.11.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches; assess the strengths and limitations of each source in terms of task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and | P |

| | | |
|---|---|---|
| | overreliance on any one source and following a standard format for citation. | |
| W.11.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| RI.11.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | P |
| L.11.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.11.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |
| | | |
| W.11.1.C | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | S |
| W.11.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) | S |
| L.11.2.A | Observe hyphenation conventions. | S |
| L.11.2.B | Spell correctly. | S |
| L.11.3.A | Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | S |
| L.11.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | S |
| L.11.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. | S |
| L.11.5.B | Analyze nuances in the meaning of words with similar denotations. | S |
| L.11.6 | Acquire and use accurate 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. | S |

| Local/State Component Code | Outcome 6: Research-Based Presentation | Pacing: 2nd Semester |
|---|---|---|
| LA.11.6 | **Students will present well-organized, evidence-based findings appropriate to purpose, audience, and task through the creation and delivery of a logical and coherent research-based presentation.** | |
| | Students will... | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| SL.11.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | P |
| SL. 11.4 | Present information, findings, and supporting evidence conveying a clear, distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization development, substance, and style are appropriate to the purpose, audience, and a range of formal and informal tasks. | P |
| W.11.1.B | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. | P |
| W.11.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem. | P |
| W.11.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches; assess the strengths and limitations of each source in terms of task, purpose, and audience. | P |
| W.11.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| L.11.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.11.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |
| | | |
| SL.11.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | S |
| SL.11.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | S |

| RI.11.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | S |
|---------|---|---|

| LA.11.7 | **Outcome 9: Routine Writing** | **Pacing: Yearlong** |
|---------|---|---|
| | **Students will write routinely for a variety of purposes.** | |
| | **Students will...** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RI/RL.11.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| W.11.1.A | Introduce precise, knowledgeable claim(s) [...] and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | P |
| W.11.1.B | Develop claims supplying the most relevant evidence for each in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. | P |
| W.11.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | P |
| L.11.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.11.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |
| | | |
| RL.11.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | S |

| LA.11.8 | **Outcome 10: Socratic Seminar** | **Pacing: Yearlong** |
|---------|---|---|
| | **Students will collaborate with their peers in a group discussion while sharing logical and coherent information.** | |
| | **Students will...** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| SL.11.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts | P |

| | | |
|---|---|---|
| | and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | |
| SL.11.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | P |
| SL.11.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | P |
| SL.11.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | P |
| RL/RI.11.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| | | |
| SL.11.1.B | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. | S |

## English IV: Capstone Seminar - At a Glance

| Outcome # | Outcome Description | Pacing (Semester) |
|---|---|---|
| All mastery levels are indicated at 85% or above for assessments at this level. | | |
| LA.12.1 | Fiction Analysis | Semester |
| LA.12.2 | Literary Analysis | Semester |
| LA.12.3 | Research | Semester |
| LA.12.4 | Presentation | Semester |
| LA.12.5 | Routine Writing | Semester |
| LA.12.6 | Socratic Seminar | Semester |
| Testing Administration guidelines and tests, located in team drives, are located below | | |
| 12th Grade Assessment Docs | | |

# English IV: Capstone Seminar Curriculum

| LA.12.1 | Outcome 1: Fiction Analysis | Pacing: Semester |
|---|---|---|
| | **Students will evaluate the author's craft (techniques,structure, purpose, theme) by closely examining a relevant text (e.g., within a genre or era).** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL.12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| RL.12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | P |
| RL.12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. | P |
| RL.12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | P |
| RL.12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text | P |
| W.12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | P |
| W.12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| L.12.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | P |
| L.12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | P |
| | | |
| RL.12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | S |
| RL.12.10 | 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. | S |
| L.12.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | S |

| | Acquire and use accurate 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. | S |
|---|---|---|
| L.12.6 | | |

| LA.12.2 | **Outcome 2: Literary Analysis** | **Pacing: Semester** |
|---|---|---|
| | **Students will utilize the writing process to compose an analysis of a full-length text.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | P |
| W.12.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | P |
| W.12.1.E | Provide a concluding statement or section that follows from and supports the argument presented. | P |
| W.12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | P |
| W.12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| RL.12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| L.12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |
| | | |
| RL.12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | S |
| RL.12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide | S |

| | | Priority Component (P) Supporting Component (S) |
|---|---|---|
| | a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | |
| W.12.1.C | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | S |
| W.12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | S |
| L.12.2.A | Observe hyphenation conventions. | S |
| L.12.2.B | Spell correctly. | S |
| L.12.3.A | Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | S |
| L.12.5.B | Analyze nuances in the meaning of words with similar denotations. | S |
| L.12.6 | Acquire and use accurate 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. | S |

| LA.12.3 | **Outcome 3: Research** | Pacing: Semester |
|---|---|---|
| | **Students will conduct a research project to answer a question, solve a problem, or investigate background information.** | |
| Local/State Component Code | **Component** | Priority Component (P) Supporting Component (S) |
| W.12.1.B | Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. | P |
| W.12.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem. | P |
| W.12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches; assess the strengths and limitations of each source in terms of task, purpose, and audience. | P |
| W.12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |

| L.12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
|---|---|---|
| | | |
| RI.12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | S |

| LA.12.4 | **Outcome 4: Presentation** | **Pacing: Semester** |
|---|---|---|
| | **Students will present logical and coherent information in a manner appropriate to purpose and audience.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| SL.12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | P |
| SL.12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | P |
| SL.12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | P |
| SL.12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | P |
| L.12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| | | |
| SL.12.1.B | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. | P |

| LA.12.5 | **Outcome 5: Routine Writing** | **Pacing: Semester** |
|---|---|---|
| | **Students will write routinely for a variety of purposes.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RI/RL.12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| W.12.1.A | Introduce precise, knowledgeable claim(s) [...] and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | P |
| W.12.1.B | Develop claims supplying the most relevant evidence for each in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. | P |
| W.12.1.D | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | P |
| W.12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| L.12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |
| | | |
| RI.12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | S |
| RI.12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | S |
| RI.12.9 | 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. | S |
| RL.12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | S |

| LA.12.6 | Outcome 6: Socratic Seminar | Pacing: Semester |
|---|---|---|
| | Students will collaborate with their peers in a group discussion while sharing logical and coherent information. | |
| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
| SL.12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | P |
| SL.12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | P |
| SL.12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | P |
| SL.12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | P |
| RL/RI.12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| | | |
| RI.12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | S |
| RI.12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | S |
| SL.12.1.B | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. | S |

**Transitional English**

   Transitional English is a class for students who have not received a qualifying score on the SAT for Dual Credit courses but wish to clear the path for those future classes.  Completion of this course guarantees that they can take the English 101/102 sequence at a two or four-year university.

   In this curriculum they are organized into different outcomes and coded by the categories provided by the state as follows:

Reading=R       Metacognition=MC    Writing=W
Critical Thinking and Analysis=CTA     Essential Skills=ES

| | Outcome 1: Establishing Norms for Reflection | Pacing: 1st Semester |
|---|---|---|
| | **Students will examine the perspectives and biases of their peers and themselves in order to establish norms and reflect on prior learning.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| ES.1.a. | Know others as individual people and build relationships regardless of personal similarities or differences. | P |
| ES.1.b. | Recognize and respect the inherent value of all cultures and be open to other cultures besides their own. | P |
| ES.7.a. | Understand that others will have different experiences and ideas. | P |
| M.2.a | Understand the impact of biases and assumptions on various groups and on themselves. | P |
| M.2.e | Articulate and assess methods of self-reflection. | P |
| M.1.d | Develop and assess learning process. | P |
| M.3.a | Make connections between self and world. | P |

| | Outcome 2: Analyzing Authors' Voice | Pacing: 1st Semester |
|---|---|---|
| | **Students will summarize, analyze, and interpret texts of various lengths through reading and writing and be reflective in their practice.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| R.2.a | Identify the topic of the text and the author's intent. | P |
| R.2.b | Accurately explain the main ideas of a text in their own words. | P |

| | | |
|---|---|---|
| R.4.a | Identify explicit and implicit ideas, main ideas, and supporting details. | P |
| R.4.b | Determine the author's purpose, point of view, and tone, as well as the mood of a given text. | P |
| R.4.c | Draw logical conclusions using evidence from a given text. | P |
| R.4.d | Evaluate arguments by analyzing the use of rhetorical strategies and by identifying logical structures, including fallacies and/or errors in logical reasoning. | P |
| R.4.e | Logically extend ideas related to a given text by employing at least one of the following connections: text-to-text, text-to-self, or text-to world. | P |
| R.4.f | Interpret figurative language (e.g., simile, metaphor, euphemism, hyperbole, etc.) and understand their role in the text. | P |
| CTA.R.1.a | Evaluate the effectiveness of an author's use of structure in exposition or argument, including the ways in which the structure may make points clear, convincing, and engaging. | P |
| CTA.R.1.f | Evaluate how claims are supported with evidence and the effectiveness of those claims. | P |
| CTA.R.1.g | Develop interpersonal and intertextual connections. | P |
| CTA.W.1.a | Write to reflect on the stylistic decisions made by other authors. | P |
| CTA.W.1.g | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | P |
| M.1.a | Identify and address break-downs in reading comprehension. | S |
| M.2.b | Monitor biases and assumptions while working through literacy tasks. | S |

| Local/State Component Code | Outcome 3: Reading and Information Literacy Skills | Pacing: 1st Semester |
|---|---|---|
| | Students will utilize active reading strategies with college level nonfiction texts related to agents for change in society and demonstrate a variety of information literacy skills through written analysis. | |
| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
| R.1.a | Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation. | P |
| R.1.b | Recognize and use text characteristics (titles,headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded | P |

| | | |
|---|---|---|
| | and italicized text, etc.) to preview a text to make meaning. | |
| R.1.c | Use a text's structural characteristics (topic sentences and transitional words and phrases,introductions, conclusions, patterns of organization, etc.) to make meaning. | P |
| CTA.R.2.a | Evaluate the role as a reader in an information community. | P |
| CTA.R.2.b | Understand what makes sources authoritative and relevant to a given topic. | P |
| CTA.W.2.a | Evaluate the role as a contributing writer in an information community. | P |
| CTA.W.2.b | Evaluate and integrate multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem. | P |
| CTA.R.1.d | Evaluate the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the source. | P |
| CTA.W.1.f | Demonstrate an understanding of the reasons behind citation practices to avoid plagiarism and overreliance on any one source. | P |
| M.1.f | Persist through complex literacy tasks. | S |
| M.2.b | Monitor biases and assumptions while working through literacy tasks. | S |

| | Outcome 4: Analyzing Audience and Purpose | Pacing: 2nd Semester |
|---|---|---|
| | Students will analyze various assignment prompts to identify audience, purpose, and structure with an emphasis on building independent planning skills for success. | |
| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
| W.3.a | Choose brainstorming and drafting strategies appropriate for the audience, purpose, and task. | P |
| W.2.b | Use reflection and feedback from peers and teacher to revise and strengthen writing. | P |
| W.2.c | Use editing and proofreading strategies to improve writing and conventions. | P |
| W.2.d | Submit the final product in an appropriate format based on task, audience, and purpose. | P |

| | | |
|---|---|---|
| M.2.c | Make connections between self and the task. | P |
| M.2.d | Seek help from appropriate resources. | P |
| M.2.e | Articulate and assess methods of self-reflection. | P |
| M.2.f | Adjust position, perspective, or plan as needed. | P |

| | **Outcome 5: Group Presentation** | **Pacing: 2nd Semester** |
|---|---|---|
| | **Students will work with a group to create a media project utilizing information from a variety of sources.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.3.a | Choose sources based on task, audience, and purpose. | P |
| W.3.b | Use sources to provide evidence to support a central idea or opinion. | P |
| W.3.c | Incorporate sources by using signal phrases, quoting, paraphrasing, and summarizing. | P |
| W.3.d | Identify content that needs to be cited, including summarized and paraphrased ideas. | P |
| CTA.R.1.e | Evaluate differences in sources across modes and media. | P |
| ES.5.a | Be present and engaged when expected or promised. | P |
| ES.5.b | Complete one's "fair share" of work based on the team's expectations. | P |
| ES.4.b | Respect others' time by being on-time and having work completed when due. | P |
| ES.8.a | Engage with others in ways that focus on the content and are respectful in tone. | P |
| ES.8.b | Seek to achieve a compromise that is acceptable to everyone involved. | P |
| ES.8.c | Ask for support in mediating conflict when necessary. | P |
| ES.9.a | Use correct technology (e.g., email and face-to-face) to share a particular message for a specific audience and purpose. | P |

| | | Priority Component (P) Supporting Component (S) |
|---|---|---|
| ES.10.a | Eliminate distractions to focus on the speaker. | P |
| ES.10.b | Provide appropriate non-verbal feedback cues and body language to acknowledge what the speaker is saying. | P |

| | **Outcome 6: Multimedia Senior Project** | **Pacing: Final 2nd Semester Summative** |
|---|---|---|
| | **Students will develop a culminating multimedia Senior Project that demonstrates mastery of planning, reading, writing, critical thinking, and reflection skills while incorporating appropriate technology and presentation methods.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.2.a | Choose brainstorming and drafting strategies appropriate for the audience, purpose, and task. | P |
| W.2.b | Use reflection and feedback from peers and teacher to revise and strengthen writing. | P |
| W.2.c | Use editing and proofreading strategies to improve writing and conventions. | P |
| W.2.d | Submit the final product in an appropriate format based on task, audience, and purpose. | P |
| W.2.e | Develop Works Cited lists | P |
| CTA.R.1.b | Determine (discuss) an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | P |
| CTA.R.1.c | Assess the strengths and limitations of a source in terms of the task, purpose, and audience. | P |
| CTA.W.1.b | Engage with evidence to expand and support their own ideas, arguments, and perspectives to convey their messages with impact and beauty appropriate to a given audience and purpose. | P |
| CTA.W.1.c | Write to support claims for analysis or to examine and convey complex ideas, concepts, and information in substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | P |
| CTA.W.1.d | Demonstrate an ability to evaluate source texts for the author's purpose, angle, and coverage including where the text leaves matters uncertain. | P |

| Code | Component | P/S |
|---|---|---|
| CTA.W.1.e | Apply diverse sources that present authoritative, trustworthy, credible, and reliable information to support their own analysis and claim. | P |
| CTA.W.1.h | Integrate information into the text selectively to maintain the flow of ideas. | P |
| ES.9.a | Use correct technology (e.g., email and face-to-face) to share a particular message for a specific audience and purpose. | S |
| ES.4.a | Prioritize tasks and establish realistic deadlines that allow time for the work to be completed with feedback and revision. | S |
| M.1.c | Set goals for on-going learning with appropriate revisions in response to progress. | S |
| M.1.e | Ask questions to identify issues of comprehension and complexity. | S |
| M.2.g | Engage challenging ideas, methods, and texts in order to develop literacy skills. | S |

| | Year Long Standards | Pacing: Yearlong |
|---|---|---|
| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
| R.3.a | Determine meaning through context clues. | P |
| R.3.b | Determine meaning using dictionary skills. | P |
| R.3.c | Determine meaning using knowledge of word parts. | P |
| R.3.d | Determine meaning of words and phrases, including figurative, technical, and connotative meaning. | P |
| R.3.e | Recognize the difference between vocabulary that is appropriate in academic settings and vocabulary that is appropriate in career-related settings. | P |
| R.3.f | Incorporate academic vocabulary in their writing. | P |
| M.1.a | Identify and address break-downs in reading comprehension. | P |

| | | |
|---|---|---|
| CTA.W.1.b | Engage with evidence to expand and support their own ideas, arguments, and perspectives to convey their messages with impact and beauty appropriate to a given audience and purpose. | P |
| CTA.W.1.c | Write to support claims for analysis or to examine and convey complex ideas, concepts, and information in substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | P |
| CTA.W.1.d | Demonstrate an ability to evaluate source texts for the author's purpose, angle, and coverage including where the text leaves matters uncertain. | P |
| CTA.W.1.e | Apply diverse sources that present authoritative, trustworthy, credible, and reliable information to support their own analysis and claim. | P |
| CTA.W.1.h | Integrate information into the text selectively to maintain the flow of ideas. | P |
| ES.9.a | Use correct technology (e.g., email and face-to-face) to share a particular message for a specific audience and purpose. | S |
| ES.4.a | Prioritize tasks and establish realistic deadlines that allow time for the work to be completed with feedback and revision. | S |
| M.1.c | Set goals for on-going learning with appropriate revisions in response to progress. | S |
| M.1.e | Ask questions to identify issues of comprehension and complexity. | S |
| M.1.g | Engage challenging ideas, methods, and texts in order to develop literacy skills. | S |
| M.1.c | Set goals for on-going learning with appropriate revisions in response to progress. | S |
| M.1.d | Develop and assess learning process. | S |
| M.1.f | Persist through complex literacy tasks. | S |
| M.1.g | Engage challenging ideas, methods, and texts in order to develop literacy skills. | S |
| M.3.g | Apply cross-disciplinary learning processes to new learning contexts. | S |

| ES.2.a | Overcome obstacles to achieve their goals/accomplish their tasks. | S |
|---|---|---|
| ES.2.b | Take responsibility for their own success by seeking assistance and guidance. | S |
| ES.6.a | Be open-minded to others' ideas and feedback as well as different processes and products. | S |
| ES.7.b | Identify others' perspectives through written text and in face-to-face work. | S |

## Explanation of Dual Credit and Advanced Placement Standards

**Dual Credit**

Dual Credit classes for English Language Arts are offered in conjunction with Waubonsee Community College (WCC). Instructors of this course have a graduate degree in a core ELA area and are approved as adjunct instructors. Students must have a qualifying score on their SAT test to be eligible. There are two dual credit courses offered: English 101 and English 102. All standards within these courses are decided on by WCC, and high school instructors teach the same required assignments as WCC instructors.

English 101 required assignments:

- Resume / Cover letter
- 5 revised essays (total a minimum of 4000 words)
- Final Portfolio Project

For more information on the Dual Credit program, please visit the Waubonsee Dual Credit for High School homepage

**Advanced Placement English**

Yorkville High School offers two AP English classes: AP Language and AP Literature and Composition. Each class is yearlong and provides students the opportunity to earn college credit by receiving a qualifying score on the corresponding AP exam. CollegeBoard, the organization that creates and manages AP classes for all subjects, provides the required standards that high school teachers must adhere to. AP teachers have their syllabi approved by CollegeBoard prior to teaching a course. Below are summaries of the big ideas and skill categories that are focused on in each course:

### AP Language - Big Ideas

| Character | Setting | Structure | Narration | Figurative Language | Literacy Argumentation |
|-----------|---------|-----------|-----------|---------------------|------------------------|

### AP Literature & Composition - Big Ideas

| Rhetorical Situation | Claims & Evidence | Reasoning & Organization | Style |
|----------------------|-------------------|--------------------------|-------|

Links are provided below to learn more from CollegeBoard's official website:

AP Language

AP Literature and Composition

# Creative Writing

| LA.CW.1 | Outcome 1: Diction and Detail | |
|---|---|---|
| | **Students will understand the use of diction and detail in the development of a writer's voice and apply it to their own writing.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Including Shakespeare as well as other authors.) | P |
| W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | P |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P |
| L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| | | |
| L.11-12.5b | Analyze nuances in the meaning of words with similar denotations. | S |
| L.11-12.6 | Acquire and use accurate 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. | S |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) | S |
| L.11-12.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. | S |
| L.11-12.4a | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a | S |

| | word or phrase. | |
|---|---|---|

| LA.CW.2 | **Outcome 2: Figurative Language and Imagery** | |
|---|---|---|
| | **Students will understand the use of figurative language and imagery in the development of a writer's voice and apply it to their own writing.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.11-12.3d | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | P |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P |
| L.11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | P |
| | | |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Including Shakespeare as well as other authors.) | S |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) | S |
| L.11-12.6 | Acquire and use accurate 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. | S |

| LA.CW.3 | **Outcome 3: Syntax** | |
|---|---|---|
| | **Students will understand the use of syntax in the development of a writer's voice and apply it to their own writing.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.11-12.1c | Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | P |

| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P |
|---|---|---|
| L.11-12.3a | 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. | P |
| | | |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here. | S |

| LA.CW.4 | **Outcome 4: Tone** | |
|---|---|---|
| | **Students will understand the use and creation of tone in the development of a writer's voice and apply it to their own writing.** | |
| Local/State Component Code | Component | Priority Component (P) Supporting Component (S) |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Including Shakespeare as well as other authors.) | P |
| W.11-12.3d | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | P |
| | | |
| W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | S |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here. | S |

| LA.CW.5 | Outcome 5: Novel Reflection | |
|---|---|---|
| | **Students will reflect upon their own development as writers and their writers' voices through a comparative study of texts.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | P |
| W.11-12.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | P |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | P |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | P |
| | | |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Including Shakespeare as well as other authors.) | S |
| RL.11-12.10 | 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. | S |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here. | S |
| L.11-12.2b | Spell correctly. | S |

# Film as Literature

| LA.FILM.1 | Outcome 1: Cinematography |
| --- | --- |
| | Students will analyze how cinematography contributes to a work of visual media's overall meaning and effectiveness. |
| | Students will... |
| Local/State Component Code | Component |
| RL.11-12.3 | 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). |
| RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |

| LA.FILM.2 | Outcome 2: Speech/Presentation |
| --- | --- |
| | Students will give a speech/presentation that analyzes a work of visual media. |
| | Students will... |
| Local/State Component Code | Component |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

| LA.FILM.3 | Outcome 3: Genre Analysis |
| --- | --- |
| | Students will analyze works from a variety of genres. |
| | Students will... |
| Local/State Component Code | Component |
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a |

| | complex account; provide an objective summary of the text. |
|---|---|
| RL.9-10.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). |

| LA.FILM.4 | **Outcome 4: Film Editing** |
|---|---|
| | **Students will analyze how film editing contributes to a work of visual media's overall meaning and effectiveness.** |
| | **Students will...** |
| **Local/State Component Code** | **Component** |
| RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) |

| LA.FILM.5 | **Outcome 5: Film Production/History** |
|---|---|
| | **Students will analyze how the logistics of a film's production, not to mention a film's broader historical context, influenced its final product.** |
| | **Students will...** |
| **Local/State Component Code** | **Component** |
| RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| RL.9-10.9 | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |

# Introduction to Philosophy

| LA.PHIL.1 | Outcome 1: Ethics | |
|---|---|---|
| | **Students will understand the basics of major ethical theories and apply them to their own lives, reflecting on their own values.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RI.12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| L.12.6 | Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | P |
| W.12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content | P |
| W.12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P |
| W.12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| SL.12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | P |
| SL.12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | P |
| SL.12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | P |
| SL.12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a | P |

| | | |
|---|---|---|
| | topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. | |
| SL.12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | P |
| SL.12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | P |
| | | |
| RI.12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | S |
| W.12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) | S |
| RI.12.10 | By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. | S |
| SL.12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.) | S |
| L.12.2.B | Spell correctly. | S |


| LA.PHIL.2 | **Outcome 2: Logic** | |
|---|---|---|
| | **Students will understand both deductive and inductive logic and apply them to real life situations.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| SL.12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | P |
| L.12.6 | Acquire and use accurate 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 | P |

| | | | |
|---|---|---|---|
| | comprehension or expression. | | |
| W.12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | P | |
| W.12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P | |
| W.12.8/9 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.<br>Draw evidence from literary or informational texts to support analysis, reflection, and research. | P | |
| SL.12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | P | |
| L.12.1/2/3 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening | P | |
| | | | |
| RI.12.10 | By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. | S | |
| W.12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) | S | |

| LA.PHIL.3 | Outcome 3: Fallacies | |
|---|---|---|
| | **Students will understand and apply the use of fallacies in the creation of an argument.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RI.10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | P |
| W.12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | P |
| W.12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P |
| SL.12.4/5 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | P |
| | | |
| RI.12.10 | By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. | S |
| W.12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) | S |
| SL.12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | S |
| SL.12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.) | S |
| L.12.2.B | Spell correctly. | S |
| L.12.6 | Acquire and use accurate 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 | S |

| | vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
|---|---|---|

# Journalism & Publication

| JOURN.1 | **Outcome 1: Ethics** |
|---|---|
| | **Students will understand the Five Freedoms outlined in the First Amendment, see how these Freedoms are present in their lives, and understand how the First Amendment has withstood the test of time.** |
| | **Students will…** |
| **Local/State Component Code** | **Component** |
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| RI.11-12.9 | 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. |

| JOURN.2 | **Outcome 2: News Judgement/Interviewing/News Gathering Basics** |
|---|---|
| | **Students will define news judgment and apply the generally known news values; analyze and evaluate news articles, determining what news values are emphasized;  and demonstrate the ability to consider news values in their past and future writings.** |
| | **Students will write questions to elicit answers that elucidate the news value of a given topic or scenario and find a story angle using research, observation and preliminary interviewing. Their choice of story will be based on news values.** |
| | **Students will use research as a means to select and evaluate their sources prior to conducting interviews; choose the sources that provide the best information for their stories based on expertise, diversity, influence and relevance to the story; develop a list of prepared questions that cover the who, what, when, where, why, and how of the story; conduct an interview using a combination of prepared questions with follow-up questions, establishing a conversational tone, and use follow up questioning and fact-checking during and following the completion of interviews.** |
| | **Students will…** |
| **Local/State Component Code** | **Component** |

| RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
|---|---|
| RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., a person's life story in both print and multimedia) as well as in words in order to address a question or solve a problem. |
| W.11-12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| W.11-12.2.E | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |

| JOURN.3 | **Outcome 3: News Writing** |
|---|---|
|  | **Students will be able to define a basic news lead; classify leads based on key facts (the 5W's and H) and apply each type appropriately; summarize how to write a basic lead; and practice writing basic news leads.**<br><br>**Students will identify and interpret a basic news format based on the inverted pyramid and create a news story in the basic format based on facts they are presented.** |
|  | **Students will...** |
| **Local/State Component Code** | **Component** |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| W.11-12.8 | 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 information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| W.11-12.7 | Conduct short as well as more sustained research projects to answer a question, including a self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| W.11-12.10 | Write routinely over extended time frames, with time for research, reflection, and revision, and shorter time frames, like a single sitting or a day or two, for a range of tasks, purposes, and audiences. |
| SL.11-12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what |

| | additional information or research is required to deepen the investigation or complete the task. |
|---|---|
| W.11-12.2.E | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| W.11-12.2 | Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |

| | **Outcome 4: Feature Writing** |
|---|---|
| **JOURN.4** | **Students will be able to explain, orally or in writing:**<br>◆ **the differences between news stories and features**<br>◆ **the categories into which features usually fall**<br>◆ **a variety of feature types**<br>**Students will be able to examine, identify and categorize different features by type.** |
| | **Students will…** |
| **Local/State Component Code** | **Component** |
| SL.11-12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions,  like one on one, in groups, and teacher led, with diverse partners on grades 11 to 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SL.11-12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences. |
| W.11-12.3.C | 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. |
| W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Editing for conventions should demonstrate command of Language standards 1 to 3 up to and including grades 11 to 12 here. |

| JOURN.5 | **Outcome 5: Yearbook Design & Concepts** |
|---|---|
| | **Students will effectively utilize basic design concepts, including column structure, margins and eyeline; and put together a yearbook spread using the basic rules of design.** |
| | **Students will effectively utilize the primary menus, tools and palettes within Page Editor to create a visually pleasing yearbook page that conforms to the design requirements of the YHS yearbook.** |
| | **Students will place text, images, captions, headline, subheading, and modular information on a yearbook spread.** |
| | **Students will...** |

| Local/State Component Code | Component |
|---|---|
| W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, e.g., headings, graphics, e.g., figures, tables, and multimedia when useful to aid comprehension. |
| W.11-12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| W.11-12.3.C | 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. |

| JOURN.6 | **Outcome 6: Photography** |
|---|---|
| | **Students will learn basic composition rules and errors, practice identifying composition rules in photos, and take photos using composition rules.** |
| | **Students will learn about photo stories and how to tell an effective story through photography, be able to take photos that display a knowledge of composition rules, be able to write captions that conform to AP Style for photographs they take, and be able to utilize their knowledge of photo essays through practical application.** |
| | **Students will...** |

| Local/State Component Code | Component |
|---|---|
| W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, e.g., headings, graphics, e.g., figures, tables, and multimedia when useful to aid comprehension. |
| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |

| SL.11-12.5 | Make strategic use of digital media, e.g., textual, graphical, audio, visual, and interactive elements, in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| --- | --- |
| L.11-12.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

# Science Fiction and Fantasy Literature

| LA.SCIFI.1 | Outcome 1: Short Stories | |
|---|---|---|
| | **Students will understand the elements of science fiction as a genre and be able to identify and analyze their use in multiple types of texts.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL.12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| RL.12.10 | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. | P |
| W.12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content | P |
| W.12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P |
| W.12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| L.12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.12.1 |
| L.12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | L.12.2 |
| | | |
| RL.12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | S |

| LA.SCIFI.2 | **Outcome 2: Movie Analysis** | |
|---|---|---|
| | **Students will be able to identify and evaluate the use of genre-specific literary techniques and motifs.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| SL.12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | P |
| SL.12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | P |
| | | |
| W.12.5 | *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)* | S |
| L.12.2 | *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* | S |
| SL.12.6 | *Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)* | S |

| LA.SCIFI.3 | **Outcome 3: Fantasy Literature** | |
|---|---|---|
| | **Students will understand the elements of fantasy as a genre and be able to identify and analyze their use in multiple types of texts.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| RL.12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | P |
| RL.12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build | P |

| | | |
|---|---|---|
| | on one another to produce a complex account; provide an objective summary of the text. | |
| RL.12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | P |
| W.12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content | P |
| W.12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P |
| W.12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | P |
| L.12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |
| | | |
| W.12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | S |

| | | |
|---|---|---|
| **LA.SCIFI.4** | **Outcome 4: The Hero** | |
| | **Students will understand the characteristics of a hero and its impact on both science fiction and fantasy as genres.** | |
| **Local/State Component Code** | **Component** | **Priority Component (P) Supporting Component (S)** |
| W.12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | P |
| W.12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | P |
| L.12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | P |
| L.12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | P |

| | | |
|---|---|---|
| W.12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.) | S |

# Appendices

# Appendix A
# Kindergarten Word Lists

**High Frequency Words**

| 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|
| I | to | is | has |
| can | and | little | where |
| the | go | she | look |
| we | you | was | come |
| see | do | for | one |
| a | my | have | that |
| like | are | they | had |
| in | he | of | be |
| it | with | said | by |
| at | or | here | as |
| on | his | me | |
| | | this | |

**Word Families**

Kindergarten students will fluently read words containing the following word families

| -at | -it | -in |
|---|---|---|
| ex:  rat | ex: sit | ex:  pin |
| hat | pit | fin |
| mat | kit | bin |
| pat | fit | win |

**Inflectional endings and affixes**

Kindergarten students will learn the meaning of the following inflectional endings and affixes

| -ed | -s | re- | un- | pre- | -ful | -less |
|---|---|---|---|---|---|---|

**Appendix B**
**Kindergarten Phonemic Awareness and Phonics Sequence**

| Quarter 1 | Quarter 2 | Quarter 3 |
|---|---|---|
| Identify and name all upper and lowercase letters | Write the letter for consonant and short vowel sounds | Distinguish the sounds of the letters that differ in similarly spelled words |
| Print upper and lowercase letters | Produce the sound associated with the following long vowels: oa, ie, ai, ee, ue | Apply knowledge of word families by fluently reading words that contain them: at, in, it |
| Identify the primary sound for all upper- and lowercase letters of the alphabet. Taught in this order: s,a,t,i,p,n,c,k,e,h,r,m,d,g,o,u,l,f,b,j,z,w,v,y,x,q | Produce the sound associated with the following digraphs: sh, ch, th | Apply decoding strategies to read common consonant-vowel-consonant words |
| *Read by blending simple words that use known letters (JP)* | *Read by blending initial consonant blend words (JP)* | Spell simple CVC words phonetically using letter-sound correspondence |
| *Dictation of letter sounds and simple regular words (JP)* | *Read by blending simple words with known letters, long vowels, and digraphs (JP)* | *Dictation of simple sentences containing simple words and taught sight words (JP)* |
| | | Segment spoken words into onset and rime |
| | | Pronounce a single-syllable word when provided an onset and rime |
| | | Produce and segment each phoneme in a consonant-vowel-consonant word. |
| | | Produce a consonant-vowel-consonant word when given three phonemes |
| (JP) = *Jolly Phonics Instructional Routine Progression* | | Create a new word orally by adding, deleting, or substituting individual sounds in simple, one-syllable words |
| | | Recognize and produce rhyming words |
| | | Pronounce and tell the number of syllables in a word |
| | | Combine two spoken syllables into one word |
| | | Segment a spoken word into two syllables |
| **Quarter 4**: Application of phonemic awareness and phonics skills to reading and writing. | | |

## Appendix C
## 1st Grade Phonics and Word Recognition

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|---|
| Outcome 1: Phonemic Awareness (5 components) | Decode and Encode words with: final consonant blends | Decode and Encode words with: oo sound as in hood | Decode and Encode words with: r controlled e,i,u |
| Decode and Encode words with: short a | Decode and Encode words with: digraphs sh, th, ng | Decode and Encode words with: long a, ai/ay | Decode and Encode words with: long o, ou/ow |
| Decode and Encode words with: short i | Decode and Encode words with: digraphs ch, tch, wh, ph | Decode and Encode words with: long e, ea/ee | Decode and Encode words with: final-le |
| Decode and Encode words with: short a and short i words with blends | Decode and Encode words with: long a final e | Decode and Encode words with: long i spelled y | Decode 2-syllable words following basic patterns by breaking the words into syllables |
| Decode and Encode words with: short o | Decode and Encode words with: long i final e | Decode and Encode words with: r controlled a | Identify the number of syllables in a word |
| Decode and Encode words with: short r/s blends | Decode and Encode words with: oo sound as in pool | | Read words with inflectional endings: ing, ed, e, es,er, est |
| Decode and Encode words with: short e | Decode and Encode words with: long o and u final e | | Identify frequently occurring root words and their inflectional endings |
| Decode and Encode words with: short u | Spell words with common word patterns such as: ag, id, ip, ap, op, ick, et, ub, amp, ank, ish, ath, ake, ine, ool, oke, ute | | Spell words with common word pattern such as: ay, ail, ee, eek, eak, oap, baby, ouch, ow, ook, oom |

## Appendix D
## Suggested First Grade Spelling Lists Quarter 1

| Unit/ Lesson | Unit 1-1 Short a (ab, ad, ag, am, an, ap, at) | Unit 1-2 Short i (id, ig, im, in, ip, iss) | Unit 1-3 short a/i with blends *new | Unit 1-4 Short o (ob, od, og, op, ot) | Unit 1-5 r/s blends *new | Unit 2-1 Short e (ead, ed, en, et) *ead is new | Unit 2-2 Short u (ub, ug, um, un, us, ut) |
|---|---|---|---|---|---|---|---|
| Spelling List -8 words follow phonics pattern -2 words are irregular words | cab bad dad bag ham can tap hat the and | kid pig him win fin zip miss kiss a of | slid black clip flag flip plan slip clap to all | job nod frog hop hot knot not flop we you | drip drop grab grass spill spin brick grip that go | bed hen men wet pet yet bread head he was | cub club bug plug gum fun bus cut for is |
| Wonders Link | At School | Where I Live | Our Pets | Let's Be Friends | Let's Move | Jobs Around Town | Buildings All Around |

**Appendix D**
**Suggested First Grade Spelling Lists Quarter 2**

| Unit/ Lesson | Unit 2-3<br><br>Final Consonant Blends (amp, ast, end, ink, ust) | Unit 2-4<br><br>Digraph (sh, th, ng) | Unit 2-5<br><br>Digraph (ch, tch, wh, ph) | Unit 3-1<br><br>long a final e (ade, ake, ame, ane, ape, ate, ave) | Unit 3-2<br><br>Long I final e (ide, ime, ine, ive) | Unit 3-3<br><br>ool, oot, oom<br><br>*not aligned with Wonders Spelling | Unit 3-4<br><br>long o and long u (oke, one, ope, ose, ube, ute) |
|---|---|---|---|---|---|---|---|
| Spelling List -8 words follow phonics pattern -2 words are irregular words | fast<br>past<br>crust<br>lend<br>spend<br>camp<br>sink<br>wink<br>are<br>as | fish<br>ship<br>shop<br>push<br>math<br>with<br>thing<br>sang<br>this<br>but | chin<br>catch<br>match<br>chimp<br>witch<br>when<br>whip<br>graph<br>they<br>from | make<br>brake<br>grape<br>late<br>game<br>came<br>plane<br>at<br>be<br>his | hide<br>chime<br>spine<br>hive<br>drive<br>mine<br>shine<br>spike<br>have<br>I | pool<br>cool<br>tool<br>boot<br>boom<br>room<br>bloom<br>broom<br>or<br>had | choke<br>broke<br>phone<br>rope<br>hope<br>nose<br>cube<br>cute<br>one<br>by |
| Wonders Link | A Community in Nature | Let's Help | Follow the Map | What Time Is It? | Watch It Grow | Tales Over Time | Now and Then |

# Appendix D
## Suggested First Grade Spelling Lists Quarter 3

| Unit/ Lesson | Unit 3-5 ood, ook | Unit 4-1 long a (ai/ay) | Unit 4-2 long e (ea/ee) | Unit 4-3 long o (oad, oast, oat, ow) | Unit 4-4 long i spelled y | Unit 4-5 long e spelled y | Unit 5-1 r controlled (ar, ard, ark, arm, arn, art) |
|---|---|---|---|---|---|---|---|
| Spelling List -8 words follow phonics pattern -2 words are irregular words | hood stood cook look took book shook wood what were | day play spray sail brain chain mail way do your | tree cheek keep feed beak dream cheat teach said there | toad roast soap boat float low row snow use she | my fly by sky try cry dry why does their | baby easy jelly funny puppy sandy penny bumpy about many | far car arm shark barn cart harm yarn these so |
| Wonders Link | From Farm to Table | Animal Features | Animals Together | In the Wild | Insects! | Working with Animals | See It, Sort It |

**Appendix D**
**Suggested First Grade Spelling Lists Quarter 4**

| Unit/ Lesson | Unit 5-2<br><br>er, ir, ur | Unit 5-3<br><br>r controlled (or, ore, orn, ort) | Unit 5-4<br><br>long o (ou/ow) | Unit 5-5<br><br>Final –le<br><br>*not aligned with Wonders | Unit 6-1<br><br>Review: long a_e, ai/ay<br><br>*not aligned with Wonders | Unit 6-2<br><br>Review: long vowel review<br><br>*not aligned with Wonders | Unit 6-3<br><br>Review: r controlled<br><br>*not aligned with Wonders |
|---|---|---|---|---|---|---|---|
| Spelling List<br>-8 words follow phonics pattern<br>-2 words are irregular words | bird<br>dirt<br>fern<br>fur<br>nurse<br>burn<br>shirt<br>girl<br>first<br>her | more<br>shore<br>corn<br>horn<br>born<br>fort<br>core<br>store<br>would<br>has | out<br>cow<br>how<br>ground<br>slouch<br>mouse<br>mouth<br>town<br>two<br>put | apple<br>triple<br>middle<br>wiggle<br>giggle<br>puddle<br>cuddle<br>tickle<br>no<br>some | take<br>gave<br>plate<br>flame<br>may<br>trail<br>brain<br>snail<br>come<br>me | speak<br>free<br>blow<br>spoke<br>fine<br>cute<br>spy<br>fuzzy<br>very<br>our | skirt<br>purse<br>sport<br>store<br>first<br>shore<br>charm<br>where<br>here<br>want |
| Wonders Link | Up in the Sky | Great Inventions | Sounds All Around | Build It! | Taking Action | My Team | Weather Together |

# Appendix E
## First Grade Irregular Word Spelling List

By the end of 2<u>nd</u> Quarter first grade students will be able to spell:

| the | all | he | as | at | or |
|-----|-----|-----|------|------|------|
| of | is | was | with | be | one |
| a | you | for | his | this | had |
| and | that | go | they | have | by |
| to | we | are | I | from | but |

By the end of 4<u>th</u> Quarter first grade students will be able to spell:

| what | there | about | her | no | our |
|------|-------|-------|-------|-------|-------|
| were | use | many | would | first | where |
| does | she | these | has | come | want |
| your | do | so | two | me | here |
| said | their | some | put | very | why |

**Appendix F**
**1st Grade High-Frequency Words**

| 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter | 4th Quarter (cont.) |
|---|---|---|---|---|
| 1. does | 1. eat | 1. after | 1. four | 41. long |
| 2. not | 2. no | 2. buy | 2. large | 42. most |
| 3. what | 3. under | 3. done | 3. none | 43. asked |
| 4. school | 4. who | 4. every | 4. only | 44. different |
| 5. down | 5. them | 5. soon | 5. put | 45. think |
| 6. out | 6. all | 6. work | 6. round | |
| 7. up | 7. called | 7. which | 7. first | |
| 8. very | 8. day | 8. about | 8. another | |
| 9. came | 9. her | 9. animal | 9. climb | |
| 10. good | 10. want | 10. carry | 10. full | |
| 11. pull | 11. around | 11. eight | 11. great | |
| 12. will | 12. by | 12. give | 12. poor | |
| 13. fun | 13. many | 13. our | 13. through | |
| 14. make | 14. place | 14. these | 14. words | |
| 15. they | 15. walk | 15. because | 15. than | |
| 16. too | 16. when | 16. blue | 16. began | |
| 17. jump | 17. away | 17. into | 17. better | |
| 18. move | 18. now | 18. other | 18. guess | |
| 19. run | 19. some | 19. small | 19. learn | |
| 20. two | 20. today | 20. each | 20. right | |
| 21. again | 21. way | 21. find | 21. sure | |
| 22. help | 22. why | 22. food | 22. color | |
| 23. new | 23. may | 23. more | 23. early | |
| 24. there | 24. green | 24. over | 24. instead | |
| 25. use | 25. grow | 25. start | 25. nothing | |
| 26. could | 26. pretty | 26. warm | 26. oh | |
| 27. live | 27. should | 27. part | 27. thought | |
| 28. one | 28. together | 28. caught | 28. made | |
| 29. then | 29. any | 29. flew | 29. sound | |
| 30. three | 30. from | 30. know | 30. above | |
| | 31. happy | 31. laugh | 31. build | |
| | 32. once | 32. listen | 32. fall | |
| | 33. so | 33. were | 33. knew | |
| | 34. upon | 34. but | 34. money | |
| | 35. ago | 35. found | 35. toward | |
| | 36. boy | 36. hard | 36. picture | |
| | 37. girl | 37. near | 37. their | |
| | 38. how | 38. woman | 38. before | |
| | 39. old | 39. would | 39. your | |
| | 40. people | 40. write | 40. years | |

## Appendix G
## 2nd Grade Phonics and Word Recognition

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|---|---|---|
| Decode one syllable short vowel words & one syllable long vowel words | | Decode two-syllable long vowel words | |
| Double consonants (-ll, -ff, -ss) | -oi, oy | -ur, -ind | -ought, initial c: ci, ce (says /s/ sound) |
| -unch, -inch | -are, -ie (says i), ie (says e) | -ue, -ew | Medial & ending -ci, -ce (says /s/ sound) |
| -atch, -itch | Plurals: add -es to words ending in ch, sh, x | -eer, -ear | Prefixes: pre-, de, re- |
| Plural nouns: drop the y, add -ies; drop the f, add-ves | Double the final consonant & add -ing to one-syllable short vowel words | Schwa sound /uh/ | Prefixes: un-, dis- |
| Irregular plural nouns (teeth, mice, etc) | -ed (says d or t) at the end of verbs in the past | Silent letters: gn-, mb | Suffixes: -less, -ful, er |
| -all, -alk | Contractions: not (n't), is ('s), us ('us) | Blends -ld, -lf | Suffixes: -ly, -ness, -y, -or |
| -aw, -awn | Contractions: have ('ve), will ('ll), are ('re), would ('d) | Long vowel open syllable rule (initial, middle, ending) | Consonant blends: spr, thr, squ, spl, str |
| -ow, -ow (long o sound), -ould | -ea (short e), -ea (long e), er | -au, -aught | G (initial, medial, ending) gy-, ge-, gi-, -dge |
| | -ir, -igh, -ight | | |

# Appendix H
## LA.2.15.3, LA.2.15.6, LA.2.15.7
## Phonics & Word Recognition
## Formative Word Lists
## Quarter 1

| Double consonants -ll, -ff, -ss | -inch, -unch | -atch, -itch | Plural nouns |
|---|---|---|---|
| shell | inch | match | baby |
| full | pinch | batch | babies |
| drill | clinch | hatch | city |
| stuff | flinch | catch | cities |
| cliff | grinch | snatch | elf |
| off | bunch | witch | elves |
| floss | lunch | stitch | leaf |
| boss | munch | glitch | leaves |
| mess | punch | twitch | wolf |
| dress | crunch | switch | wolves |

| Irregular Plural Nouns | -all, -alk | -aw, -awn | -ow, -ow (says long o), -ould |
|---|---|---|---|
| tooth | | | |
| teeth | tall | jaw | how |
| foot | mall | saw | now |
| feet | ball | claw | owl |
| goose | wall | straw | flower |
| geese | small | awful | own |
| mouse | stall | crawl | snow |
| mice | walk | dawn | grown |
| child | talk | fawn | could |
| children | chalk | lawn | would |
| | stalk | drawn | should |

# Appendix H
## LA.2.15.3, LA.2.15.6, LA.2.15.7
## Phonics & Word Recognition
## Formative Word Lists
## Quarter 2

| -oi, -oy | -are, -ie says i, -ie says e | -es, -ing | -ed |
|---|---|---|---|
| boil | care | catches | licked |
| soil | share | crunches | backed |
| spoil | spare | branches | checked |
| coin | stare | crashes | barked |
| join | pie | boxes | thanked |
| boy | tie | hopping | painted |
| toy | lie | running | opened |
| enjoy | field | skipping | finished |
| annoy | shield | stopping | mailed |
| decoy | thief | zipping | wondered |

| Contractions not (n't),is('s), us ('s) | Contractions have ('ve), will ('ll), are ('re), would ('d) | -ea, -ea says e, er | -ir, -igh, -ight |
|---|---|---|---|
| isn't | could've | read | stir |
| don't | should've | bread | dirt |
| can't | I'll | feather | shirt |
| didn't | you'll | beach | bird |
| haven't | we'll | reach | third |
| couldn't | they'll | cream | high |
| doesn't | we're | beast | thigh |
| let's | they're | verb | night |
| here's | you're | herd | right |
| what's | I'd | clerk | flight |

# Appendix H
## LA.2.15.3, LA.2.15.6, LA.2.15.7
## Phonics & Word Recognition
## Formative Word Lists
## Quarter 3

| **-ur, -ind** | **-ue, -ew** | **-eer, -ear** | **schwa** |
|---|---|---|---|
| hurt | due | deer | about |
| hurl | blue | cheer | away |
| burn | clue | peer | adjust |
| nurse | glue | steer | again |
| purple | true | fear | around |
| kind | few | rear | other |
| mind | new | hear | under |
| wind | drew | spear | dozen |
| blind | chew | smear | family |
| behind | stew | dear | polite |

| **Silent letters: gn-, -mb** | **Blends: -ld, -lf** | **Long vowel open syllable rule** | **-au, -aught** |
|---|---|---|---|
| gnat | build | even | haul |
| gnaw | shield | idea | Paul |
| gnarl | cornfield | open | vault |
| gnome | bookshelf | unit | haunt |
| lamb | blindfold | flavor | sauce |
| numb | household | meter | aught |
| comb | golf | pilot | taught |
| bomb | half | human | caught |
| climb | shelf | zero | daughter |
| crumb | calf | menu | naughty |

# Appendix H
## LA.2.15.3, LA.2.15.6, LA.2.15.7
## Phonics & Word Recognition
## Formative Word Lists
## Quarter 4

| -ought,initial c: ce, ci (says s) | Medial & ending c: ci, ce (says s) | Prefixes: pre-, de-, re- | Prefixes: un-, dis- |
|---|---|---|---|
| fought | decide | preheat | unhappy |
| bought | December | prepay | unable |
| sought | recent | preview | uneven |
| thought | concern | rewrite | unplug |
| brought | sincere | return | unsafe |
| cent | distance | remove | disagree |
| center | dice | replace | dishonest |
| century | face | delight | discover |
| city | place | defrost | dislike |
| civil | balance | decode | disable |

| Suffixes: -less, -ful, -er | Suffixes: -ly, -ness, -y, -or | Consonant blends: spr-, thr-, squ-, spl-, str- | G (initial, medial,ending) gy-, ge-, gi-, -dge |
|---|---|---|---|
| priceless | lovely | spring | gym |
| joyless | bravely | spray | gem |
| careless | slowly | throw | gentle |
| beautiful | kindness | throat | danger |
| careful | darkness | squash | page |
| cheerful | funny | squint | ginger |
| smarter | sunny | splash | gadgets |
| softer | rainy | split | badge |
| closer | doctor | strong | budge |
| lighter | author | streams | fridge |

# Appendix I
## 2$^{nd}$ Grade High-Frequency Words

| First Semester | | | | | |
|---|---|---|---|---|---|
| 1. both | 18. high | 35. until | 52. important | 69. country | 86. piece |
| 2. seen | 19. between | 36. friends | 53. white | 70. second | 87. easy |
| 3. understand | 20. earth | 37. pulled | 54. later | 71. hear | 88. across |
| 4. number | 21. while | 38. walked | 55. face | 72. hundred | 89. hours |
| 5. sentence | 22. might | 39. light | 56. really | 73. didn't | 90. product |
| 6. means | 23. clothes | 40. leaves | 57. mountains | 74. started | 91. measure |
| 7. even | 24. seemed | 41. try | 58. being | 75. idea | 92. covered |
| 8. kind | 25. off | 42. cold | 59. music | 76. beginning | 93. true |
| 9. funny | 26. family | 43. won | 60. area | 77. either | 94. pattern |
| 10. water | 27. took | 44. wash | 61. since | 78. also | 95. slowly |
| 11. show | 28. five | 45. straight | 62. world | 79. apart | 96. low |
| 12. goes | 29. change | 46. baby | 63. often | 80. won't | 97. reached |
| 13. says | 30. open | 47. flower | 64. group | 81. special | 98. vowel |
| 14. point | 31. saw | 48. seven | 65. without | 82. hurt | 99. below |
| 15. page | 32. birds | 49. ready | 66. few | 83. beautiful | 100. don't |
| 16. letters | 33. almost | 50. field | 67. those | 84. turned | |
| 17. study | 34. far | 51. example | 68. America | 85. told | |
| Second Semester | | | | | |
| 1. eyes | 18. neither | 35. paper | 52. brought | 69. complete | 86. follow |
| 2. house | 19. gone | 36. children | 53. else | 70. song | 87. month |
| 3. trouble | 20. among | 37. heard | 54. maybe | 71. remember | 88. brother |
| 4. anyone | 21. touch | 38. body | 55. meant | 72. wind | 89. terrible |
| 5. young | 22. bought | 39. questions | 56. strong | 73. against | 90. window |
| 6. problem | 23. sorry | 40. during | 57. though | 74. became | 91. stranger |
| 7. never | 24. usually | 41. whole | 58. searching | 75. yesterday | 92. rough |
| 8. happened | 25. air | 42. several | 59. anything | 76. front | 93. throughout |
| 9. morning | 26. answer | 43. busy | 60. person | 77. tomorrow | 94. scientist |
| 10. talk | 27. mother | 44. draw | 61. everybody | 78. worry | 95. wherever |
| 11. watch | 28. own | 45. voice | 62. love | 79. someone | 96. everything |
| 12. heavy | 29. father | 46. read | 63. door | 80. probably | 97. ahead |
| 13. stood | 30. city | 47. been | 64. something | 81. alone | 98. somehow |
| 14. certain | 31. head | 48. minutes | 65. river | 82. beside | 99. pretended |
| 15. inside | 32. story | 49. myself | 66. enough | 83. surprised | 100. afternoon |
| 16. outside | 33. along | 50. pushed | 67. sometimes | 84. suppose | |
| 17. behind | 34. always | 51. please | 68. order | 85. notice | |

**Appendix J**
**2nd Grade Long Vowel Words with Two Syllables**
**A selection of these words will be used for the assessment.**

| Long /a/ | Long /e/ | Long /i/ | Long /o/ | Long /u/ |
|----------|----------|----------|----------|----------|
| 1.  taken | 1.  meaning | 1.  rider | 1.  frozen | 1.  music |
| 2.  bacon | 2.  between | 2.  writing | 2.  token | 2.  unit |
| 3.  basic | 3.  begin | 3.  spider | 3.  hotel | 3.  super |
| 4.  inflate | 4.  even | 4.  sliding | 4.  open | 4.  tuna |
| 5.  baby | 5.  behind | 5.  final | 5.  hoping | 5.  unite |
| 6.  bagel | 6.  cement | 6.  item | 6.  clover | 6.  tuba |
| 7.  basic | 7.  decay | 7.  minus | 7.  donate | 7.  cubic |
| 8.  cable | 8.  demand | 8.  rival | 8.  focus | 8.  ruler |
| 9.  cradle | 9.  evil | 9.  silent | 9.  global | 9.  tubing |
| 10.  flavor | 10.  fever | 10.  siren | 10.  hero | 10.  using |
| 11.  lady | 11.  legal | 11.  tidy | 11.  locate | 11.  confused |
| 12.  labor | 12.  pretend | 12.  tiger | 12.  moment | 12.  useless |
| 13.  paper | 13.  recess | 13.  virus | 13.  obey | 13.  useful |
| 14.  radar | 14.  regard | 14.  biking | 14.  oval | 14.  rudely |
| 15.  table | 15.  resist | 15.  biting | 15.  pony | 15.  cupid |

**Appendix K**
**2nd Grade Abbreviations**

| Days of the Week | Month of the Year |
|---|---|
| Mon. | Jan. |
| Tues. | Feb. |
| Wed. | Mar. |
| Thurs. | Apr. |
| Fri. | May |
| Sat. | June |
| Sun. | July |
|  | Aug. |
| **Community Titles** | Sept. |
| Rd. | Oct. |
| St. | Nov. |
| Dr. | Dec. |
| Blvd. |  |
| Cir. | **Measurement** |
| Trl. | in. |
| Ave. | cm. |
| Dr. | mph. |
| Capt. | m. |
| Gov. | Yd. |
|  | F |
|  | C |
|  | oz. |
|  | lb. |
|  | gal. |

# Appendix L
# 3<sup>rd</sup> Grade Irregular Word List

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|-----------|-----------|-----------|-----------|
| again | castle | though | weather |
| answer | climbed | built | especially |
| any | country | piece | either |
| because | except | through | beautiful |
| become | exciting | done | ache |
| been | laughed | instead | phrase |
| bridge | machine | hour | unique |
| city | prettiest | eight | antique |
| could | straight | own | recycle |
| communities | Tuesday | physical | wouldn't |
| does | enough | whether | often |
| earth | cycle | Wednesday | rhyme |
| eyes | who | height | picture |
| favorite | comfortable | young | fierce |
| few | ocean | quote | audience |
| general | people | lawyer | material |
| journey | rough | please | knowledge |
| knee | usually | true | beneath |
| said | measure | heavy | actually |
| sure | once | although | original |

# Appendix M
# 3<sup>rd</sup> Grade Spelling Lists
## Quarter 1

| Word Pattern | ar | sh, ch, tch | udge & idge | Closed Syllables | Double Consonants | kn, wr, gh, ph | Suffixes (able, ible) |
|---|---|---|---|---|---|---|---|
| Spelling List | 1. started<br>2. artist<br>3. argument<br>4. garden<br>5. march<br>6. farther<br>7. party<br>8. smart<br>9. barn<br>10. bark<br>11. sky<br>12. ground<br>13. town<br>14. unit<br>15. figure | 1. shower<br>2. sharp<br>3. chance<br>4. cheese<br>5. quench<br>6. crash<br>7. sketch<br>8. shock<br>9. speech<br>10. pitch<br>11. travel<br>12. upon<br>13. done<br>14. finally<br>15. wood | 1. fudge<br>2. budge<br>3. judge<br>4. nudge<br>5. smudge<br>6. sludge<br>7. budget<br>8. bridge<br>9. fridge<br>10. ridge<br>11. wait<br>12. quickly<br>13. person<br>14. became<br>15. shown | 1. finish<br>2. dentist<br>3. monster<br>4. button<br>5. until<br>6. subject<br>7. connect<br>8. gossip<br>9. sudden<br>10. publish<br>11. dry<br>12. strong<br>13. front<br>14. inches<br>15. able | 1. correct<br>2. bottles<br>3. common<br>4. silly<br>5. different<br>6. hugged<br>7. setting<br>8. pulled<br>9. lesson<br>10. bubble<br>11. pair<br>12. course<br>13. surface<br>14. boat<br>15. cold | 1. knowledge<br>2. knight<br>3. known<br>4. written<br>5. writer<br>6. wrong<br>7. laugh<br>8. rough<br>9. enough<br>10. phone<br>11. ocean<br>12. note<br>13. nothing<br>14. carefully<br>15. inside | 1. playable<br>2. readable<br>3. fixable<br>4. capable<br>5. bendable<br>6. edible<br>7. terrible<br>8. horrible<br>9. possible<br>10. flexible<br>11. island<br>12. class<br>13. plane<br>14. stood<br>15. check |

# 3<sup>rd</sup> Grade Spelling Lists Con't

## Quarter 2

| Word Pattern | Compound Words | sw, tw | aw, au | -le and -al | Homophones | er, est | Prefixes (over & post) |
|---|---|---|---|---|---|---|---|
| Spelling List | 1. applesauce<br>2. homework<br>3. ballpark<br>4. pancake<br>5. cookbook<br>6. classmate<br>7. toothbrush<br>8. yourself<br>9. sometimes<br>10. someone<br>11. behind<br>12. round<br>13. force<br>14. stars<br>15. feel | 1. twilight<br>2. twelve<br>3. twenty<br>4. twinkle<br>5. twins<br>6. sweet<br>7. sweater<br>8. swirl<br>9. switch<br>10. swollen<br>11. warm<br>12. common<br>13. explain<br>14. thought<br>15. shape | 1. because<br>2. caution<br>3. pause<br>4. author<br>5. autograph<br>6. awkward<br>7. awful<br>8. thaw<br>9. gnaw<br>10. draw<br>11. wheels<br>12. clear<br>13. filled<br>14. object<br>15. Bread | 1. handle<br>2. medal<br>3. central<br>4. signal<br>5. candle<br>6. normal<br>7. title<br>8. simple<br>9. purple<br>10. people<br>11. verb<br>12. rule<br>13. noun<br>14. power<br>15. size | 1. weigh<br>2. way<br>3. hear<br>4. here<br>5. there<br>6. their<br>7. they're<br>8. your<br>9. you're<br>10. flower<br>11. flour<br>12. through<br>13. threw<br>14. weak<br>15. week | 1. bigger<br>2. shorter<br>3. louder<br>4. kindest<br>5. strangest<br>6. hottest<br>7. coolest<br>8. saddest<br>9. prettiest<br>10. happier<br>11. special<br>12. heavy<br>13. fine<br>14. circle<br>15. include | 1. overdue<br>2. overpriced<br>3. overactive<br>4. overgrown<br>5. postpone<br>6. posttest<br>7. postcard<br>8. postbox<br>9. built<br>10. matter<br>11. square<br>12. blue<br>13. felt<br>14. heat<br>15. ago |

# 3<sup>rd</sup> Grade Spelling Lists Con't

## Quarter 3

| Word Pattern | regular & irregular plural nouns | air, ear, are | or, our | Open Syllables | Change the y to i | regular & irregular verbs | Prefixes (mis, non, in, im) |
|---|---|---|---|---|---|---|---|
| Spelling List | 1. families<br>2. knives<br>3. halves<br>4. bosses<br>5. benches<br>6. lives<br>7. cacti<br>8. men<br>9. women<br>10. shelves<br>11. syllables<br>12. center<br>13. ready<br>14. anything<br>15. divided | 1. wear<br>2. fairy<br>3. compare<br>4. parent<br>5. square<br>6. share<br>7. airplane<br>8. stairs<br>9. bear<br>10. pear<br>11. general<br>12. energy<br>13. subject<br>14. return<br>15. believe | 1. poured<br>2. important<br>3. morning<br>4. before<br>5. fourth<br>6. horse<br>7. born<br>8. corner<br>9. forget<br>10. orbit<br>11. dance<br>12. members<br>13. picked<br>14. simple<br>15. cause | 1. photo<br>2. broken<br>3. giant<br>4. erase<br>5. pilot<br>6. legal<br>7. paper<br>8. begin<br>9. tiger<br>10. wagon<br>11. bill<br>12. exercise<br>13. window<br>14. distant<br>15. heart | 1. pennies<br>2. emptied<br>3. parties<br>4. mysteries<br>5. married<br>6. carried<br>7. supplies<br>8. puppies<br>9. studies<br>10. libraries<br>11. developed<br>12. different<br>13. summer<br>14. forest<br>15. probably | 1. brought<br>2. taught<br>3. caught<br>4. frozen<br>5. eaten<br>6. forgiven<br>7. heard<br>8. hidden<br>9. learned<br>10. thought<br>11. winter<br>12. length<br>13. reason<br>14. interest<br>15. Kept | 1. mistake<br>2. mistreat<br>3. miscount<br>4. misread<br>5. nonfiction<br>6. nonstop<br>7. nonsense<br>8. inactive<br>9. independent<br>10. impossible<br>11. beautiful<br>12. edge<br>13. sign<br>14. wide<br>15. sum |

# 3rd Grade Spelling Lists Con't

## Quarter 4

| Word Pattern | Standalones (words that don't follow a pattern or have no rhyme) | i before e except after c | Singular Possessives | Plural Possessives | Prefixes (en/em) | Suffixes (ment, graph) | Suffixes (tion, ion, ation) |
|---|---|---|---|---|---|---|---|
| Spelling List | 1. orange<br>2. silver<br>3. zebra<br>4. nothing<br>5. hundred<br>6. hungry<br>7. infant<br>8. exit<br>9. wasp<br>10. Wednesday<br>11. discovered<br>12. finished<br>13. beside<br>14. record<br>15. gone | 1. thief<br>2. chief<br>3. receive<br>4. ceiling<br>5. vein<br>6. freight<br>7. neighbor<br>8. weigh<br>9. field<br>10. receipt<br>11. produce<br>12. machine<br>13. brought<br>14. thousands<br>15. king | 1. girl's<br>2. child's<br>3. boy's<br>4. student's<br>5. baker's<br>6. doctor's<br>7. teacher's<br>8. book's<br>9. brother's<br>10. sister's<br>11. suddenly<br>12. direction<br>13. Europe<br>14. wild<br>15. notice | 1. birds'<br>2. families'<br>3. dogs'<br>4. cars'<br>5. kids'<br>6. women's<br>7. men's<br>8. children's<br>9. chicken's<br>10. cow's<br>11. equation<br>12. glass<br>13. halt<br>14. building<br>15. south | 1. enchant<br>2. enclose<br>3. enhance<br>4. enjoy<br>5. entertain<br>6. enroll<br>7. embrace<br>8. empathy<br>9. embark<br>10. employ<br>11. language<br>12. correct<br>13. contain<br>14. street<br>15. dark | 1. government<br>2. comment<br>3. experiment<br>4. ornament<br>5. enjoyment<br>6. photograph<br>7. biography<br>8. graph<br>9. assignment<br>10. movement<br>11. scientists<br>12. built<br>13. system<br>14. perhaps<br>15. Among | 1. combination<br>2. action<br>3. question<br>4. attention<br>5. vacation<br>6. champion<br>7. vision<br>8. confusion<br>9. tension<br>10. permission<br>11. understand<br>12. decided<br>13. minutes<br>14. material<br>15. farmers |

**Appendix N**

# 3rd Grade Syllabication Rules
(taken from The Reading Teacher's Book of Lists)

**Rule 1: VCV (Vowel/Consonant/Vowel)**
A consonant between two vowels tends to go with the second vowel unless the first vowel is accented and short.
> Examples: bro'-ken, wag'-on, e-vent'

**Rule 2: VCCV (Vowel/Consonant/Consonant/Vowel)**
Divide two consonants between vowels unless they are a blend or digraph.
> Examples: pic-ture, ush-er

**Rule 3: VCCCV**
When there are three consonants between two vowels, divide between the blend or the digraph and the other consonant.
> Example: an-gler

**Rule 4: Affixes**
a.	Prefixes always form separate syllables (un-happy, re-act)
b.	Suffixes form separate syllables if they contain a vowel sound.
c.	The suffix -y tends to pick up the preceding consonant to form a separate syllable.
> Example: fligh-ty
d.	The suffix -ed tends to form a separate syllable only when it follows a root that ends in d or t.
> Example: plant-ed (not in stopped)
e.	The suffix -s never forms a syllable except sometimes when it follows an -e.
> Examples: at-oms, cours-es

**Rule 5: Compounds**
Always divide compound words.
> Example: black-bird

**Rule 6: Final le**
Final le picks up the preceding consonant to form a syllable.
> Example: ta-ble

**Rule 7: Vowel Clusters**
Do not split common vowel clusters, such as:
> a.	R- controlled vowels (ar, er, ir, or, and ur).
> Example: ar-ti-cle
> b.	Long vowel digraphs (ea, ee, ai, oa, and ow).
> Example: fea-ture
> c.	Broad o clusters (au, aw, and al).
> Example: au-di-ience
> d.	Diphthongs (oi, oy, ou, and ow).
> Example: thou-sand
> e.	Double o like oo.
> Examples: moon, look

### Rule 8: Vowel Problems

Every syllable must have one and only one vowel sound.

      a.       The letter e at the end of a word is usually silent.

            Example: come

      b.       The letter y at the end or in the middle of a word operates as a vowel. At the beginning of a word it is a consonant.

            Examples: ve-ry, cy-cle, yes

      c.       Two vowels together with separate sounds form separate syllables.

            Example: po-li-o

*Source: Costigan, P. (1977). A Validation of the Fry Syllabication Generalization. Unpublished master's thesis, Rutgers University, New Brunswick, NJ. Available from ERIC.

Note: These rules tend to give phonetic (sound) division of syllables that is in harmony with phonics instruction. Dictionaries tend to favor morphemic (meaning) division for main entries. Often, this does not conflict with phonetic (pronunciation) division but sometimes it does; for example, "skat-er" morphemic versus "ska-ter" phonetic. The "er" is a morphemis (meaning) unit meaning "one who."

# Appendix O
# Affixes (Prefix and Suffix) List for Grades 1-3

| 1st Grade | 2nd Grade | 3rd Grade |
|-----------|-----------|-----------|
| un-<br>-less | -ful<br>re-<br>dis-<br>pre-<br>-y<br>-er/est<br><br>-or<br>-ly<br>-ness | en/em-<br>in/im-<br>mis-<br>non-<br>over-<br>post-<br>-ment<br>-ion/tion/ation/ition<br>-able/ible<br>-graph |

# Appendix P
## 4th-8th Grade Word Study

*4th and 5th Grade words in **_bold must be covered,_** the remaining words are optional.

| **4th Grade Prefixes** | | | |
|---|---|---|---|
| Co, Col, Com, Con | | Mob, Mot | Multi, Poly |
| En, Em, In, Im | **5th Grade Prefixes:** | **Ped, Pod** | Aud |
| **Ex** | **Cir, Circum** | Phil, Phon, Rect, Reg | Flex |
| **Mono, Uni, Bi, Du** | **Dec, Deci, Deca, Cent, Mill** | | Helio, Hydro |
| **Pre** | **Il, Ir, Non** | **6Th Grade Prefixes:** | **7th Grade Suffixes:** |
| **Re** | **Inter** | Super, Supre, Sur | -al/ical |
| **Sub** | **Tele** | Bene, Bon | -ic |
| Trans | **Ast, Stell** | Sym, Syn | -ician/ist |
| **Tri, Quad, Quar** | **Mal** | Ultra | |
| **Un** | **Prim, Prin, Pronto** | Fore | |
| | Rota, Volv | Di, De | **8Th Grade Roots:** |
| **4th Grade Roots:** | **Tri, Quad, Qunit, Pent,** | Super | Cred |
| Magn, Magni, Maxi | | Val | Fin |
| **Man** | **5th Grade Roots:** | Para | Morph |
| **Mem** | **Graph, Gram, Phon, Phono** | | Mort |
| **Micro, Min, Macro** | Anthro, Homo, Hum | **6th Grade Roots:** | Ob |
| **Nat** | **Aqua, Hydra** | Bio, Vit, Viv | Omni |
| **Pri** | Cap | Arch | Pseudo |
| Quer, ques, quir, quis | Carn, Corp | Cycl, Orb | Spect |
| **Struct, stru** | Chron, Temp | | |
| Vert, Vers | Cor, Curr, Curs, Cours | **6th Grade Suffixes:** | **8Th Grade Suffixes:** |
| Vis, Vid | Dict | -ous/eous/ious | -ary |
| | Flam, Pyro | -ship | -cide |
| **4th Grade Suffixes:** | Foli | | -ism |
| **-cent** | Gen | | -ist |
| **-ity/Ty** | **Geo, Terr** | **7th Grade Prefixes:** | -ive |
| | Ject, Jet | Peri | -ness |
| | **Manu** | Scrib, scrip | -ur |
| | Mater, Pater | Sect | -ance/ence |
| | **Miss, Mitt** | Semi | |
| | | Spic, Spec | |
| | | Therm | |
| | | | |
| | | **7th Grade Roots:** | |
| | | Ant, Anti, Contra, Counter | |

# Appendix Q
# Figurative Language List (Grades 2-12)

| 2ⁿᵈ Grade | 3ʳᵈ Grade | 4ᵗʰ Grade | 5ᵗʰ Grade | 6ᵗʰ Grade |
|---|---|---|---|---|
| Simile<br>Personification<br>Onomatopoeia<br>Alliteration | Metaphor<br>Simile<br>Personification<br>Onomatopoeia<br>Idiom<br>Alliteration | Metaphor<br>Simile<br>Personification<br>Onomatopoeia<br>Hyperbole<br>Idiom<br>Alliteration | Metaphor<br>Simile<br>Personification<br>Onomatopoeia<br>Symbolism<br>Hyperbole<br>Idiom | Metaphor<br>Simile<br>Personification<br>Onomatopoeia<br>Symbolism<br>Hyperbole<br>Idiom<br>Imagery |
| **7ᵗʰ Grade** | **8ᵗʰ Grade**<br>*(in addition to prior grades – repeated terms are reinforced)* | **English I**<br>*(in addition to prior grades – repeated terms are reinforced)* | **English II**<br>*(in addition to prior grades – repeated terms are reinforced)* | **English III/ English IV**<br>*(in addition to prior grades – repeated terms are reinforced)* |
| Allusion<br>Anachronism<br>Foreshadowing<br>Hyperbole<br>Idiom<br>Imagery<br>Irony<br>Juxtaposition<br>Metaphor<br>Mood<br>Onomatopoeia<br>Oxymoron<br>Personification<br>Simile<br>Symbolism<br>Tone | Allegory<br>Allusion<br>Anachronism<br>Archetype<br>Foil<br>Hyperbole<br>Idiom<br>Imagery<br>Irony -*Situational, Verbal, and Dramatic*<br>Irony<br>Foreshadowing<br>Juxtaposition<br>Metaphor<br>Mood<br>Onomatopoeia<br>Oxymoron<br>Paradox<br>Personification<br>Simile<br>Symbolism<br>Tone | Allusion<br>Hyperbole<br>Irony-*Situation, Dramatic, and Verbal*<br>Metaphor<br>Onomatopoeia<br>Personification<br>Puns<br>Simile<br>Symbolism | Allegory<br>Alliteration<br>Allusion<br>Consonance<br>Hyperbole<br>Irony-*Situation and Verbal*<br>Metaphor<br>Onomatopoeia<br>Personification<br>Puns<br>Simile<br>Symbolism | Anachronism<br>Colloquialism<br>Extended Metaphor<br>Hyperbole<br>Motif<br>Oxymoron<br>Paradox<br>Vernacular |

## Appendix R
## Text Complexity: Literary Text

| Text Title and Author: | | | Lexile Level: |
|---|---|---|---|
| | | | |
| **Meaning** | o **Meaning:** Significant density and complexity with multiple levels of meaning; meanings are ambiguous and revealed over the entirely of the text | o **Meaning:** More complex/abstract levels of meaning; some meanings are stated, whereas others are left for the reader to identify throughout the text | o **Meaning:** The literal levels of meaning are obvious and revealed early in the text |
| **Text Structure** | o **Narration:** Many shifting points of view and/or perspective<br><br>o **Order of Events**: Not in chronological order; heavy use of flashback<br><br>o **Graphics and Text Features:** Limited use to organize information and guide the reader | o **Narration:** Occasional or limited shifting points of view and/or perspective<br><br>o **Order of Events**: Occasional use of flashback, no major shifts in time<br><br>o **Graphics and Text Features:** Used to enhance and illustrate information in the main part of the text (e.g., margin notes, diagrams, graphs, font changes) | o **Narration:** No shifts in point of view<br><br>o **Order of Events**: Strictly chronological<br><br>o **Graphics and Text Features:** Used to organize information and guide the reader (e.g., bold and italicized words, headings, and subheadings.) |
| **Language Features** | o **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language<br><br>o **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly domain specific language; may be ambiguous or purposefully misleading<br><br>o **Sentence Structure:** Mainly complex sentences often containing multiple concepts | o **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language, mostly easy to understand with some occasion for more complex meaning<br><br>o **Vocabulary:** Somewhat complex and domain specific language that is sometimes unfamiliar<br><br>o **Sentence Structure:** Some complex sentences with possible subordinate phrases or clauses and transition words | o **Conventionality**: Explicit, literal, straightforward, easy to understand<br><br>o **Vocabulary:** Contemporary, familiar, conversational language<br><br>o **Sentence Structure:** Mainly simple sentences |
| **Knowledge Demands** | o **Life Experiences:** Explores many themes of varying layers of complexity; experiences portrayed are implied yet identifiable to readers<br><br>o **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements<br><br>o **Subject Matter Knowledge:** Requires moderate amount of prior content knowledge | o **Life Experiences:** Explores many themes of varying layers of complexity; experiences portrayed are implied yet identifiable to readers<br><br>o **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements<br><br>o **Subject Matter Knowledge:** Requires moderate amount of prior content knowledge | o **Life Experiences:** Explores a single theme; experiences portrayed are every day and common to readers<br><br>o **Intertextuality and Cultural Knowledge:** No references or allusions to other texts, or cultural elements<br><br>o **Subject Matter Knowledge:** Requires only everyday content knowledge |

## Appendix S
## Text Complexity: Informational Text

| Text Title and Author: | | | Lexile Level: |
|---|---|---|---|
| | | | |

| | **Profoundly Complex**<br>**Texts that would stretch a reader and/or requires direct instruction** | **Moderately Complex**<br>**Texts that require grade-appropriate skills and guided instruction** | **Slightly Complex**<br>**Texts that are comfortable and/or build background, fluency, or skills independently** |
|---|---|---|---|
| **Purpose** | o **Purpose:** Subtle, implied, difficult to determine; intricate, theoretical elements | o **Purpose:** Implied, but fairly easy to infer and identify based upon context or source | o **Purpose:** Explicitly stated; clear, concrete with a narrow focus |
| **Text Structure** | o **Organization of Main Ideas:** Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline<br><br>o **Text Features**: If used, are essential in understanding content<br><br>o **Use of Graphics:** If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text | o **Organization of Main Ideas:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential<br><br>o **Text Features**: If used, greatly enhance the reader's understanding of content<br><br>o **Use of Graphics:** If used, integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text | o **Organization of Main Ideas:** Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict<br><br>o **Text Features**: If used, help the reader navigate and understand content but are not essential<br><br>o **Use of Graphics:** If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text |
| **Language Features** | o **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language<br><br>o **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading<br><br>o **Sentence Structure:** Mainly complex sentences often containing multiple concepts | o **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language, mostly easy to understand with some occasion for more complex meaning<br><br>o **Vocabulary:** Somewhat complex and academic language that is sometimes unfamiliar and subject-specific<br><br>o **Sentence Structure:** Some complex sentences with possible subordinate phrases or clauses and transition words | o **Conventionality**: Explicit, literal, straightforward, easy to understand<br><br>o **Vocabulary:** Contemporary, familiar, conversational language<br><br>o **Sentence Structure:** Mainly simple sentences |
| **Knowledge Demands** | o **Subject Matter Knowledge:** Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts<br><br>o **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc. | o **Subject Matter Knowledge:** Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts<br><br>o **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc | o **Subject Matter Knowledge:** Everyday, practical knowledge; simple, concrete ideas<br><br>o **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc. |

# Appendix T
# Modern Language Association (MLA) Formatting Expectations

| Grade | Trait |
|---|---|
| K | ● Write name on top left of page |
| 1st | ● Write name and date on top left of page. |
| 2nd | ● Use quotation marks (short works) and italics/underlining (long works) when referring to sources. Examples:<br>   ○ "Invitation" by Shel Silverstein<br>   ○ *The Lorax* by Dr. Seuss |
| 3rd | ● Use Times New Roman font.<br>● Double space between the title and the first line of the text.<br>● Create the heading in the upper left-hand corner of the first page (only): list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text (when typed).<br>Your name:           John Smith<br><br>Instructor's name:     Mr. McGillicuddy<br>                Course name:        Biology<br>                Date:                 22 April 2005  (or April 22, 2005) |
| 4th | ● Use 1" Margins<br>● Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin.<br>   ○ Example:  Smith 2 |
| 5th | ● Include a Works Cited Page<br>   ○ Example Book:<br>Shelley, Mary. *Frankenstein*.  Mineola, New York: Dover, 1994. |
| 6th | ● Use in-text citations: When taking an idea or information from an author, you must use a parenthetical citation that lists the author's name and page number of the source. There is no punctuation between the author's name and the page number.  You do not write the letter "p" for "page."<br>   1. If the author's words are copied **directly**, they are placed between quotation marks, and the citation follows immediately after.  Place a period after the citation.<br>**Example:**  There is no better line of song to demonstrate a hobbit's fundamental life philosophy than when Frodo sings, "O! Wanderers in the shadowed land despair not!  For though dark they stand, all woods there be must end at last" (Tolkien 127). |

|  |  |
|---|---|
|  | 2. If the author's name is mentioned in the student's text, then only the page number is placed in parentheses. <br><br> **Example:** The "seed of courage hidden" inside of the hobbits to which Tolkien refers is the same seed that exists inside us all (159). <br><br><br> 3. If the author's ideas are paraphrased, the citation is placed as close as possible to the paraphrased idea. <br><br> **Example:** Tolkien develops the hobbits as a hardy folk, but one that, from its isolation in the Shire, remains untested in the tumultuous politics of the other races on Middle-Earth (6). <br><br><br> 4. If the same book is used for two or more sequential quotes, the author's last name is only needed for the first citation. For every citation afterwards, the number will do. |
| **7th** | ● Write date in MLA format.   Example: 22 April 2005 (Day Month Year) |
| **8-12** | ● Reinforce expectations. |

**Additional Resources:**
Purdue Online Writing Lab:  http://owl.english.purdue.edu/owl/printable/557/
Diana Hacker: http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch08_s1-0011.html
Modern Language Association: http://www.mla.org/