



## AAC English Scope and Sequence

AAC's English/Language Arts Curriculum uses the California Common Core ELA standards as its base. All four basic communication skills (reading, writing, listening and speaking) are developed through a Project-Based Learning approach. Within each course, instruction is differentiated, depending on the students' needs, but common learning expectations are met for all.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>12th Grade English IV</b>			
<p><b>Political Discourse</b>  <b>Novel</b> - <i>All the President's Men, Five Presidents, 1984</i></p> <p>-An examination of how politicians and parties communicate            -Each first quarter the class will study multiple American electoral cycles, including the most recent and/or the next            -Topics:</p> <ol style="list-style-type: none"> <li>1. Propaganda</li> <li>2. Bias</li> <li>3. Persuasion</li> <li>4. Lobbying</li> <li>5. Political speeches</li> </ol> <p>Classic debates are reviewed and analyzed.</p> <p><b>Writing Focus</b>-Persuasion, Students write a five paragraph essay based on their debate topic, with a focus on paragraph structure and logical support for an argument.</p> <p><b>Performance Focus</b>-Debates            Students in groups of twos debate modern day political topics</p>	<p><b>Facing Adulthood</b>  <b>Novel</b> - <i>The Catcher in the Rye, The Lord of the Flies, The Hate U Give, All the Pretty Horses, A Portrait of the Artist as a Young Man</i></p> <p>-Focus is on how adolescents enter the adult world, and how that has changed over time            -Different cultures' expectations of what being an adult means are also examined.</p> <p><b>Writing Focus</b>-Students write a letter to their future selves, focusing on who they are at the end of their high school days, what their goals are and how they will be achieved.</p> <p><b>Performance Focus</b>-For students willing to do so, they will read their letters to the class and take questions, if appropriate</p>	<p><b>Nonfiction-Decision Making</b>  <b>Books</b> - <i>Freakonomics, What if, The World is Flat, In Cold Blood</i></p> <p>The study of how society makes decisions-what information is used, who is involved and what is the process.</p> <p>-The bias in research is also explored. Questions asked include:</p> <ol style="list-style-type: none"> <li>a. Who conducted the research and paid for it?</li> <li>b. What are their motivations?</li> <li>c. How can bias be identified, and what are the dangers of bias?</li> </ol> <p>Examples of biased and research used</p> <p>The overall goal of the unit is to create informed consumers of information and active citizens.</p> <p><b>Writing Focus</b>-Students examine various studies, looking for discrepancies and commonalities, then they write a review of one</p>	<p><b>Departures</b>  <b>Novel</b> - <i>Beloved, The Color Purple, The Sun Also Rises, Siddhartha</i></p> <p><b>Play</b>: <i>The Cherry Orchard, No Exit</i></p> <p>In their final quarter, students study how to leave, and enter a new stage of their lives.</p> <p>-Much of the time is spent on reflection, regret and goal setting for the future.</p> <p><b>Writing Focus</b>-Students will use English class to finalize their Senior Projects, using peer editing, self editing and teacher support.</p> <p><b>Performance Focus</b>-Students will practice their Senior Project presentations, which are in May to a panel of students, teachers and parents.</p>

		<p>study.</p> <p><b>Performance Focus</b>-Students present their findings to the class, and take questions</p>	
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**11th Grade English III**

<p><b>Drama, Poetry &amp; Lyrics Works -</b>  <i>For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf, A Streetcar Named Desire, A Raisin in the Sun, Brown Girl Dreaming, The Misanthrope</i></p> <p>-Musical lyrics from Beyonce are also examined.</p> <p>-How popular music reflects and influences current events is explored, using examples from various periods.</p> <p><b>Writing Focus</b>-Students create their own poems and songs, with performance and creativity emphasized.</p> <p><b>Performance Focus</b>-Students who are willing share their poems. Proper performance techniques for poetry and song are taught.</p> <p>In conjunction with the Music class, students who are willing perform the songs they have written at our Holiday Show or at a HS assembly.</p>	<p><b>Propaganda Novel - 1984 / Fahrenheit 451 / A Brave New World / Slaughterhouse Five</b></p> <p>-Examine historical uses of propoganda, including Hitler, Mao, Brexit and Trump.</p> <p>-Areas of emphasis include different forms and uses of propoganda, tools to measure its effectiveness and how consumers can dissect information</p> <p>-Orwell's historical context is examined prior to reading the book. Afterwards, students study how the world is and isn't like 1984.</p> <p><b>Writing Focus</b>-Students write their own piece of propoganda using modern day headlines. Focus is on how the material is presented and how the truth can be bent to serve a larger purpose.</p> <p><b>Performance Focus</b>-In groups, students perform a brief propoganda split, then defend their choices to a panel of their peers.</p>	<p><b>Research/Science Fiction Major Work -</b> Support of Science Fair and Social Studies research paper</p> <p><b>Novel</b>-2001 <i>Space Odyssey, The Road, Do Androids Dream of Electric Sheep, A Clockwork Orange, The Sound of Thunder</i></p> <p>Along with the film, the genre of science fiction is explored. Themes include:</p> <ol style="list-style-type: none"> <li>a. Humanism/Evolution</li> <li>b. Technology and Man</li> <li>c. Managing Conflict</li> </ol> <p>Finally, students work on a compare/contrast study of the film and novel.</p> <p><b>Writing Focus</b>-Support for both Science Fair and Government research paper on Politics. English class will focus on proper documentation and organization, along with how to present a convincing and logical argument.</p> <p><b>Presentation Focus</b>- Preparation for Science Fair, including practice of presentation skills (eye contact,</p>	<p><b>Shakespeare Major Work</b>-<i>Julius Caesar, Hamlet, A Midsummer Night's Dream, Twelfth Night, Othello</i></p> <p>-The unit begins with a study of the setting of the play selected. It also includes background work on Shakespeare's life, work and why he is still read today.</p> <p>Most of the play will be read in class, with the themes and content discussed. Emphasis is placed on how the work is similar to today's world.</p> <p><b>Writing Focus</b>-Students in groups rewrite a scene from the play using modern day English. The art of writing good dialogue, with numerous other examples, is the primary goal of the project.</p> <p><b>Performance Focus</b>-At a high school assembly, students perform their scenes from a play. A narrator provides overall background information to the other class, to explain the context. Students learn basic stage terms and proper</p>
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	Key topics include spreading hope/fear, concealing truths and engaging the audience.	voice tone, fielding questions) along with the physical presentation board.  Social Studies and English work on a debate together, and proper debating technique is emphasized.	theatrical techniques.
<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>

**10th Grade English II**

<p><b>Persuasion/Marketing</b> -Students study all forms of persuasion, with a focus on marketing/advertising in the modern world.</p> <p>-The techniques of persuasion are studied, with an emphasis on how they have evolved over time.</p> <p><b>Writing Focus</b>-Students will create a five paragraph persuasive essay, with logic and organization being the focus. Emphasis is placed on a proper, engaging introduction, effective transitions between ideas and writing a captivating conclusion. -A review of all writing mechanics, focused on common mistakes, begins the unit.</p> <p><b>Performance Focus</b>-In groups, students produce their own 30-60 advertisement, then answer questions about the techniques they used. -The audience provides feedback,</p>	<p><b>The American Dream</b> <b>Novel - <i>The Great Gatsby, Death of a Salesman, A Time to Kill</i></b></p> <p>-In conjunction with US History class, which studies the Roaring 20's and the Great Depression at the same time, students will examine what "The American Dream" means, and how different groups experience it. -The major themes of Gatsby are compared to our modern life, looking for similarities and differences.</p> <p><b>Writing Focus</b>-The focus is placed on literary analysis, especially how Fitzgerald creates engaging characters that represent their era.</p> <p><b>Performance Focus</b>-In conjunction with US History, students will debate topics based around the Roaring 20's, the Great Depression and WWII. English class focuses on proper debating techniques and the</p>	<p><b>Romance</b> <b>Reading - <i>Romeo and Juliet, Knots and Crosses, Love in the Time of Cholera</i></b></p> <p>-The unit begins with an introduction to Shakespeare, his major works and why he is considered such a genius. -The majority of the play is read in class, with time taken to interpret the language and the themes behind the plot. -An emphasis is placed on character motivations and symbolism in the language.</p> <p><b>Writing Focus</b>-Students will write their own monologue highlighting the themes of Romeo and Juliet, making a connection to popular culture- i.e. writing from a perspective a famous artist etc, professing their love for another</p> <p><b>Performance Focus</b>- Students will perform their own</p>	<p><b>Race Relations</b> <b>Reading - <i>I Know Why the Caged Bird Sings, The Bluest Eye, Kite Runner, Hope and other Dangerous Pursuits</i></b></p> <p>-The unit will focus on race relations and the BLM movement in America. -What does it mean to be American? -What does it mean to be Moroccan?</p> <p><b>Writing Focus</b>- - Students will write a creative piece based upon experiences teachers have had in America in regards to their race or religion.</p> <p><b>Performance Focus</b>- Students will write a speech meant to inspire others to their point of view regarding race relations in America</p>
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using a rubric to assess the work.	organization of logical arguments.	work - Proper theatrical techniques are taught, especially the art of projecting voice and stage presence	
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**9th Grade English I**

<p><b>Political Fiction-Government Novel - <i>Animal Farm</i>, Alternative text: <i>Persopolis</i></b></p> <p>-The themes of leadership and corruption are the focus of this unit. -In conjunction with the Concepts of Social Studies class (political science unit), students will examine how society is organized and how people make decisions - Supplemental reading from <i>The Communist Manifesto</i> - Study the structure of allegory and how it is used in literature - The students will study the concept of Satire, and how it works as a tool of communication. - The concept of ‘fake news’ and how they can verify a source</p> <p><b>Writing Focus-</b> -In group work, the students will define the beliefs of their own political party, and then write their own set of commandments. -An essay on the concept that a ‘free world needs satire.’ - Final project will be a creative writing assignment where the students write an allegory using animals as the main characters</p>	<p><b>The Need for Tenacity Novel - <i>A Tree Grows in Brooklyn</i> Alternative text: <i>House on Mango Street</i></b></p> <p>--Focus on the immigrant experience in America - What it takes to overcome the many obstacles that are put in your way throughout life - How you can grow and thrive even while living in poverty and dealing with other tough circumstances - Historical Context of New York City at the turn of the Century</p> <p><b>Writing Focus-</b>Students will produce a multi-page book review, providing their opinion about the conclusions of the author. This work will be done with a partner, for students to practice working together and coming to joint conclusions.</p> <p><b>Performance Focus-</b>With their partners, students will defend their conclusions on a panel.</p>	<p><b>The Human Condition Novel - <i>Of Mice and Men</i> Alternative Text: Play- <i>Waiting for Godot</i></b></p> <p>-This unit is about what it means to be human. A variety of selections explore the way humans interact with each other, their environments and (most importantly) themselves. - Focus on the Historical Context of <i>Of Mice and Men</i>, where America was after the Great Depression and the Dust Bowl - Focus on Literary Devices and how Steinback is a master of imagery - Examine the use of the ‘N-word’ in literature and whether or not it negates the value of the work</p> <p><b>Writing Focus-</b>Each student writes a personal manifesto, which allows them to outline their core beliefs and values. In it, students state their goals and the principles by which they will live their lives.</p> <p><b>Performance Focus-</b>For students who are willing, they present their manifestos to the class. This is</p>	<p><b>Coming of Age Novel - <i>To Kill a Mockingbird</i> Alternative texts: <i>I Am Malala</i>, <i>Looking for Alaska</i>, <i>House on Mango Street</i></b></p> <p>-Before beginning the novel, life in the South is examined, with focus on the structure of society. -The novel is read in and out of class, focusing on the development of the characters and the family relationships. -Racism and the ability to overcome obstacles are explored. -The focus of the work is about how the children face an adult world.</p> <p><b>Writing Focus-</b>Primary emphasis is on mechanics</p> <p><b>Performance Focus-</b>Much of the book is conducted as a read aloud, with the ESL teacher supporting the classroom teacher in small groups to work on pronunciation and fluency.</p> <p>Debate- the structure of a good debate, how you conduct one, participate, prepare, cross-examine etc.</p>
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<p><b>Performance Focus-</b> After the students have written their commandments, the class will choose a subject for debate considering their own belief systems</p>		<p>optional, due to the possibly sensitive nature of the material.</p>	
<p><b>Quarter 1</b></p>	<p><b>Quarter 2</b></p>	<p><b>Quarter 3</b></p>	<p><b>Quarter 4</b></p>
<p><b>8th Grade Language Arts III</b></p>			
<p><b>Short Stories</b> <b>Stories-</b><i>The Medicine Bag, “The Lady, or the Tiger”, To Build a Fire, The Tell-Tale Heart, The Necklace, etc. Gothic Fiction (“The Cask of Amontillado”), Realism (“Raymond’s Run”), Modernism (“The Mark on the Wall”), Postmodernism (“The School”), SciFi (“The Lottery”), Magical Realism (“A Very Old Man with Enormous Wings”), Minimalism (“Janus”)</i></p> <p>A wide variety of modern and classic short stories are read and studied throughout the unit. An emphasis is placed on the difference between a short story and a novel.</p> <p><b>Writing Focus-</b>Creative writing Students produce a short story of their own making, practicing the skills learned throughout middle school, along with their personal ideas.</p>	<p><b>Family Relationships</b> <b>Novel-</b><i>The Outsiders, Parrot in the Oven: Mi Vida, The Perks of Being a Wallflower, Eleanor and Park, The Curious Incident of the Dog in the Night-Time</i></p> <p>The novels focus on what bonds a family together, along with how economic classes divide society. Each main character is studied in depth to see what motivates him or her, and how their actions drive the plot.</p> <p><b>Writing Focus-</b>Three paragraph essay Students produce multiple samples of a three paragraph essay, with emphasis on mechanics, transitions and organization.</p> <p><b>Performance Focus-</b>A majority of the book is read out loud, in class-with certain scenes acted out.</p>	<p><b>WWI &amp; WWII</b> <b>Novel-</b> <i>All Quiet on the Western Front</i> (abridged), <i>The Diary of a Young Girl</i> by Anne Frank, <i>The Boy in the Striped Pajamas</i>, <i>Your Name Is Renee</i>, <i>The Book Thief</i>, <i>Number the Stars</i></p> <p>Students are taught the background of the Nazi movement, why they targeted Jews and how Europe &amp; the world reacted. The novels are read in class, mostly out loud, with a special emphasis on how mood is created. Collaborative unit with Social Studies.</p> <p><b>Writing Focus-</b>Review of the three paragraph essay. Students produce multiple samples of a three paragraph essay, with emphasis on mechanics, transitions and organizations.</p> <p><b>Performance Focus-</b>A majority of the book is read out loud, in</p>	<p><b>Dialogue</b> <i>Titus Andronicus, Rent, Hamilton, Frankenstein vs the Horrendous Goo, Roshambo, The Redemption of Gertie Green, Box, Into the Woods</i></p> <p>Students study what dialogue is and how to write it. A wide variety of examples are introduced, from Shakespeare to modern-day examples in print, tv, movies, and streaming services. The techniques that authors use to create realistic dialogue are emphasized, and students learn how to analyze dialogue in a variety of settings.</p> <p><b>Writing Focus-</b> Students practice writing their own dialogue, taken from their everyday lives.</p> <p><b>Performance Focus-</b> Students perform their works, with theatrical techniques introduced.</p>

<p><b>Performance Focus</b>-Willing students read excerpts from their short stories to the class.</p>		<p>class-with certain scenes acted out.</p>	<p>The performances will take place in the theater.</p>
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**7th Grade Language Arts II**

<p><b>Dystopia &amp; Modern Society Novel</b>-<i>The Giver, Into the Wild, The Maze Runner, Uglies, Matched</i></p> <p>Before beginning the novel, students examine what society is, culture and how people are controlled. This includes the mechanisms modern governments use to keep people in line.</p> <p>The study of the book includes a focus on character motivation and plot.</p> <p><b>Writing Focus</b>- Introduce MLA formatting and general formatting for formal writing assignments. Have students practice with a short essay and/or paragraph assignments based on the novel.</p> <p><b>Performance Focus</b>-Students present their perfect world, visually and orally to their peers.</p>	<p><b>Humor Novel</b>-<i>Space Station Seventh Grade, Matilda, Gangsta Granny, The Witches, Demon Dentist, Mr. Stink</i></p> <p>What makes something humorous and why all societies are drawn to what is funny is explored. The unit starts with a brief collection of funny short stories, with an emphasis on the “build up” to the punch line. The novel is read, with the class focusing on why certain parts are funny.</p> <p><b>Writing Focus</b>-Introductions and Conclusions Students review the importance of strong introduction and logical conclusions.</p> <p><b>Performance Focus</b>-Students tell funny stories, with a focus on timing, voice tone and emotion.</p>	<p><b>Research</b> Students focus on using proper techniques for research. They will review MLA format, the use of source cards, in-text citations and how to make a Works Cited page. Students have a variety of shorter research projects to practice the techniques learned in the lessons.</p> <p><b>Writing Focus</b>-Cross-curricular project with Science, SS, PE and English on the Black Death;Science Fair Students work in science and English on their paper summarizing their science fair project.</p> <p><b>Performance</b>-Scientific presentation;Group Presentations for the Cross-Curricular project Students prepare how to present their science topic, with emphasis on eye contact, engaging an audience and taking questions</p>	<p><b>Persuasion</b> Students focus on how to create, attack and defend an argument, along with how to become educated consumers of media. A wide variety of media sources are introduced the main areas of discussion.ed, with bias and point of view</p> <p><b>Writing Focus</b>-Students will be able to write a variety of persuasive pieces. This includes: letters, essays, and advertisements. By the end of the unit students will prepare for an in class debate.</p> <p><b>Performance Focus</b>-Students will be able to defend their side of a topic with evidence and consideration of the audience they are addressing. They will also participate in a cross-curricular project where they need to demonstrate their understanding of logos, ethos and pathos.</p>
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**6th Grade Language Arts I**

<p><b>Self Discovery Novel</b>- <i>Esperanza Rising, The Tale of Despereaux, Island of the Blue Dolphins, Tuck Everlasting, Bridge</i></p>	<p><b>Survival Novel</b>-<i>Hatchet, Hunger Games, Divergent, Where the Red Fern Grows, The Skeleton Tree</i></p>	<p><b>Mythology</b> This unit corresponds with the history unit on ancient Greece. Students study various myths and</p>	<p><b>Friendship Novel</b>-<i>Holes, Wonder, Wrinkle in Time, Charlotte’s Web, The One and Only Ivan</i></p>
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<p><i>to Terabithia</i> -Students begin middle school English with a focus on who they are, writing brief works of self-exploration.</p> <p><b>Writing Focus</b>-One Perfect Paragraph Students practice basic paragraph structure, including introductory sentences, organization and mechanics by writing a brief personal narrative about themselves.</p> <p><b>Performance Focus</b>-Students who are willing present their personal narrative to the class.</p>	<p>The unit uses the theme of “survival” for students to help in their adjustment to MS.</p> <p><b>Writing Focus</b>-Mechanics Based on the mistakes students are commonly making from quarter one, basic punctuation, spelling, word choice and simple/complex sentences are reviewed.</p> <p><b>Performance Focus</b>-Students present their one paragraph personal work to the class, with emphasis on proper posture, tone of voice and speaking cadence.</p>	<p>other stories (fables, folk tales, fairy tales) from around the world, with an emphasis on the belief systems behind the stories. Students learn what the purpose of myths were, and how they fit into ancient societies.</p> <p>A comparison between modern religion and myths searches for similarities and differences.</p> <p><b>Writing Focus</b>-Multiple paragraph works Once all students can write one paragraph correctly, transitions among paragraphs are practiced, with the goal of a proper three paragraph essay by the end of the quarter for all.</p> <p>Students also write their own myth, focusing on the creative side of the process and developing a theme.</p> <p><b>Performance Focus</b>-Students who are willing will present their myths in front of the class, and possibly in an exhibition for parents.</p>	<p>This unit explores the theme of friendship and relationships. How do humans bond and what brings us together are the two major questions.</p> <p>Where there is a movie for the novel, students can view the movie and explore the similarities and differences between the two.</p> <p><b>Writing Focus</b>-Mechanics Based on the mistakes students are commonly making from quarter one, basic punctuation, spelling, word choice and simple/complex sentences are reviewed.</p> <p><b>Performance Focus</b>-Students present about someone very close to them, and what makes them special.</p>
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<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
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**5th Grade ELA**

<p><b>Reading</b> -Quote accurately when explaining a text and when using inferences (RL/RI 5.1) -Determine meaning of words and</p>	<p><b>Reading</b> -Quote accurately when explaining a text and when using inferences (RL/RI 5.1) -Determine meaning of words and</p>	<p><b>Reading</b> -Quote accurately when explaining a text and when using inferences (RL/RI 5.1) -Determine meaning of words and</p>	<p><b>Reading</b> -Quote accurately when explaining a text and when using inferences (RL/RI 5.1) -Determine meaning of words and</p>
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<p>phrases (RL/RI 5.4) -Use visuals and multimedia to demonstrate understanding and clarify text. (RL/RI 5.7)</p> <p>-Determine theme of a story from details in a text, summarize text (RL 5.2) -Compare and contrast two or character, settings, and events using details (RL 5.3) -Explain how structural elements fit together to provide overall structure of a story or poem (RL 5.5) -Describe how the speaker's point of view influences the events in the story (RL 5.6) -Compare and contrast stories in the same genre with similar themes and topics, like mystery and adventure stories (RL 5.9)</p> <p>-Determine two or more main ideas of a text and their supporting details (RI 5.2) -Explain the relationships and interactions between two informational texts (RI 5.3) -Compare and contrast the overall structure of two or more texts (RI 5.5) -Analyze multiple accounts of the same event (RI 5.6) -Explain how an author uses evidence and reasons to support the text (RI 5.8) -Integrate information from several texts to understand and write on a subject (RI 5.9)</p>	<p>phrases (RL/RI 5.4) -Use visuals and multimedia to demonstrate understanding and clarify text. (RL/RI 5.7)</p> <p>-Determine theme of a story from details in a text, summarize text (RL 5.2) -Compare and contrast two or character, settings, and events using details (RL 5.3) -Explain how structural elements fit together to provide overall structure of a story or poem (RL 5.5) -Describe how the speaker's point of view influences the events in the story (RL 5.6) -Compare and contrast stories in the same genre with similar themes and topics, like mystery and adventure stories (RL 5.9)</p> <p>-Determine two or more main ideas of a text and their supporting details (RI 5.2) -Explain the relationships and interactions between two informational texts (RI 5.3) -Compare and contrast the overall structure of two or more texts (RI 5.5) -Analyze multiple accounts of the same event (RI 5.6) -Explain how an author uses evidence and reasons to support the text (RI 5.8) -Integrate information from several texts to understand and write on a subject (RI 5.9)</p>	<p>phrases (RL/RI 5.4) -Use visuals and multimedia to demonstrate understanding and clarify text. (RL/RI 5.7)</p> <p>-Determine theme of a story from details in a text, summarize text (RL 5.2) -Compare and contrast two or character, settings, and events using details (RL 5.3) -Explain how structural elements fit together to provide overall structure of a story or poem (RL 5.5) -Describe how the speaker's point of view influences the events in the story (RL 5.6) -Compare and contrast stories in the same genre with similar themes and topics, like mystery and adventure stories (RL 5.9)</p> <p>-Determine two or more main ideas of a text and their supporting details (RI 5.2) -Explain the relationships and interactions between two informational texts (RI 5.3) -Compare and contrast the overall structure of two or more texts (RI 5.5) -Analyze multiple accounts of the same event (RI 5.6) -Explain how an author uses evidence and reasons to support the text (RI 5.8) -Integrate information from several texts to understand and write on a subject (RI 5.9)</p>	<p>phrases (RL/RI 5.4) -Use visuals and multimedia to demonstrate understanding and clarify text. (RL/RI 5.7)</p> <p>-Determine theme of a story from details in a text, summarize text (RL 5.2) -Compare and contrast two or character, settings, and events using details (RL 5.3) -Explain how structural elements fit together to provide overall structure of a story or poem (RL 5.5) -Describe how the speaker's point of view influences the events in the story (RL 5.6) -Compare and contrast stories in the same genre with similar themes and topics, like mystery and adventure stories (RL 5.9)</p> <p>-Determine two or more main ideas of a text and their supporting details (RI 5.2) -Explain the relationships and interactions between two informational texts (RI 5.3) -Compare and contrast the overall structure of two or more texts (RI 5.5) -Analyze multiple accounts of the same event (RI 5.6) -Explain how an author uses evidence and reasons to support the text (RI 5.8) -Integrate information from several texts to understand and write on a subject (RI 5.9)</p>
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<p><b>Foundational Skills</b> -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L5.1-6)</p> <p>-Phonics, decoding, and comprehension (RF5.3-4)</p> <p><b>Writing</b> Narrative (W5.3a-e) -writing for stamina -less support from adults more support with peers -strengthen the writing process</p>	<p><b>Foundational Skills</b> -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L5.1-6)</p> <p>-Phonics, decoding, and comprehension (RF5.3-4)</p> <p><b>Writing</b> Informative/explanatory (W5.2a-e) -writing for stamina -less support from adults more support with peers -strengthen the writing process</p>	<p><b>Foundational Skills</b> -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L5.1-6)</p> <p>-Phonics, decoding, and comprehension (RF5.3-4)</p> <p><b>Writing</b> Opinion (W5.1a-d) -writing for stamina -less support from adults more support with peers -strengthen the writing process</p>	<p><b>Foundational Skills</b> -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L5.1-6)</p> <p>-Phonics, decoding, and comprehension (RF5.3-4)</p> <p><b>Writing</b> Research (W5.7-8) -using different resources to construct a research essay list sources -writing for stamina -less support from adults more support with peers -strengthen the writing process</p>
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**4th Grade ELA**

<p><b>Reading</b> -Draw inferences by referring to details and examples in the text (RL/RI 4.1) -Determine meaning of words and phrases (RL/RI 4.4) -Use visuals to demonstrate understanding and clarify text. (RL/RI 4.7)</p> <p>-Determine theme of a story from details in a text, summarize text (RL 4.2) -Describe in depth with specific details the character, settings, and events (RL 4.3)</p>	<p><b>Reading</b> -Draw inferences by referring to details and examples in the text (RL/RI 4.1) -Determine meaning of words and phrases (RL/RI 4.4) -Use visuals to demonstrate understanding and clarify text. (RL/RI 4.7)</p> <p>-Determine theme of a story from details in a text, summarize text (RL 4.2) -Describe in depth with specific details the character, settings, and events (RL 4.3)</p>	<p><b>Reading</b> -Draw inferences by referring to details and examples in the text (RL/RI 4.1) -Determine meaning of words and phrases (RL/RI 4.4) -Use visuals to demonstrate understanding and clarify text. (RL/RI 4.7)</p> <p>-Determine theme of a story from details in a text, summarize text (RL 4.2) -Describe in depth with specific details the character, settings, and events (RL 4.3)</p>	<p><b>Reading</b> -Draw inferences by referring to details and examples in the text (RL/RI 4.1) -Determine meaning of words and phrases (RL/RI 4.4) -Use visuals to demonstrate understanding and clarify text. (RL/RI 4.7)</p> <p>-Determine theme of a story from details in a text, summarize text (RL 4.2) -Describe in depth with specific details the character, settings, and events (RL 4.3)</p>
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<p>-Explain differences between stories and poems using structural verbiage when writing and speaking (RL 4.5)</p> <p>-Compare and contrast points of view including first and third person narrations (RL 4.6)</p> <p>-Compare and contrast similar themes and topics, using stories, myths, and traditional literature (RL 4.9)</p> <p>-Determine main idea and key details and summarize (RI 4.2)</p> <p>-Explain the What and Why of an Informational Text based on details from the text (RI 4.3)</p> <p>-Describe the overall structure of an Informational Text (RI 4.5)</p> <p>-Compare and contrast firsthand and secondhand accounts of same events (RI 4.6)</p> <p>-Explain how an author uses evidence and reasons to support the text (RI 4.8)</p> <p>-Integrate information from two texts to understand and write on a subject (RI 4.9)</p> <p><b>Foundational Skills</b></p> <p>-Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L4.1-6)</p> <p>-Phonics, decoding, and comprehension (RF4.3-4)</p>	<p>-Explain differences between stories and poems using structural verbiage when writing and speaking (RL 4.5)</p> <p>-Compare and contrast points of view including first and third person narrations (RL 4.6)</p> <p>-Compare and contrast similar themes and topics, using stories, myths, and traditional literature (RL 4.9)</p> <p>-Determine main idea and key details and summarize (RI 4.2)</p> <p>-Explain the What and Why of an Information Text based on details from the text (RI 4.3)</p> <p>-Describe the overall structure of an Informational Text (RI 4.5)</p> <p>-Compare and contrast firsthand and secondhand accounts of same events (RI 4.6)</p> <p>-Explain how an author uses evidence and reasons to support the text (RI 4.8)</p> <p>-Integrate information from two texts to understand and write on a subject (RI 4.9)</p> <p><b>Foundational Skills</b></p> <p>-Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L4.1-6)</p> <p>-Phonics, decoding, and comprehension (RF4.3-4)</p>	<p>-Explain differences between stories and poems using structural verbiage when writing and speaking (RL 4.5)</p> <p>-Compare and contrast points of view including first and third person narrations (RL 4.6)</p> <p>-Compare and contrast similar themes and topics, using stories, myths, and traditional literature (RL 4.9)</p> <p>-Determine main idea and key details and summarize (RI 4.2)</p> <p>-Explain the What and Why of an Information Text based on details from the text (RI 4.3)</p> <p>-Describe the overall structure of an Informational Text (RI 4.5)</p> <p>-Compare and contrast firsthand and secondhand accounts of same events (RI 4.6)</p> <p>-Explain how an author uses evidence and reasons to support the text (RI 4.8)</p> <p>-Integrate information from two texts to understand and write on a subject (RI 4.9)</p> <p><b>Foundational Skills</b></p> <p>-Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L4.1-6)</p> <p>-Phonics, decoding, and comprehension (RF4.3-4)</p>	<p>-Explain differences between stories and poems using structural verbiage when writing and speaking (RL 4.5)</p> <p>-Compare and contrast points of view including first and third person narrations (RL 4.6)</p> <p>-Compare and contrast similar themes and topics, using stories, myths, and traditional literature (RL 4.9)</p> <p>-Determine main idea and key details and summarize (RI 4.2)</p> <p>-Explain the What and Why of an Information Text based on details from the text (RI 4.3)</p> <p>-Describe the overall structure of an Informational Text (RI 4.5)</p> <p>-Compare and contrast firsthand and secondhand accounts of same events (RI 4.6)</p> <p>-Explain how an author uses evidence and reasons to support the text (RI 4.8)</p> <p>-Integrate information from two texts to understand and write on a subject (RI 4.9)</p> <p><b>Foundational Skills</b></p> <p>-Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L4.1-6)</p> <p>-Phonics, decoding, and comprehension (RF4.3-4)</p>
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<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Writing process (W4-10)</li> <li>-Narrative Essay(W4.3)</li> </ul> <p>Favorite place that you have been to. Describe setting, details of a specific time and place.</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Informational Essay (W4.2)</li> <li>-Research (W4.7)</li> <li>-Evidence (W4.9)</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Opinion Essay/ Persuasive (W4.1)</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Informational Essay (W4.2)</li> <li>-Research (W4.7)</li> <li>-Evidence (W4.9)</li> </ul>
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**3rd Grade ELA**

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Ask and answer questions referring to the text (RL/RI 3.1)</li> <li>-Determine meaning of words and phrases (RL/RI 3.4)</li> <li>-Distinguish own point of view from author or character (RL/RI 3.6)</li> <li>-Use illustrations to demonstrate understanding and clarify text. (RL/RI 3.7)</li> </ul> <p>-Recount fables, folktales, and myths to determine central lesson or morals; describe characters and their actions (RL 3.2-3)</p> <p>-Reference stories and poems using structural verbiage (RL 3.5)</p> <p>-Compare and contrast themes, settings and plots in stories written by the same author (series) (RL 3.9)</p> <p>-determine main idea and key details (RI 3.2)</p> <p>-Describe connections within informational texts with addition of sequencing and cause and effect (RI 3.3)</p> <p>-Use text features and search tools</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Ask and answer question referring to the text (RL/RI 3.1)</li> <li>-Determine meaning of words and phrases (RL/RI 3.4)</li> <li>-Distinguish own point of view from author or character (RL/RI 3.6)</li> <li>-Use illustrations to demonstrate understanding and clarify text. (RL/RI 3.7)</li> </ul> <p>-Recount fables, folktales, and myths to determine central lesson or morals; describe characters and their actions (RL 3.2-3)</p> <p>-Reference stories and poems using structural verbiage (RL 3.5)</p> <p>-Compare and contrast themes, settings and plots in stories written by the same author (series) (RL 3.9)</p> <p>-determine main idea and key details (RI 3.2)</p> <p>-Describe connections within informational texts with addition of sequencing and cause and effect (RI 3.3)</p> <p>-Use text features and search tools</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Ask and answer question referring to the text (RL/RI 3.1)</li> <li>-Determine meaning of words and phrases (RL/RI 3.4)</li> <li>-Distinguish own point of view from author or character (RL/RI 3.6)</li> <li>-Use illustrations to demonstrate understanding and clarify text. (RL/RI 3.7)</li> </ul> <p>-Recount fables, folktales, and myths to determine central lesson or morals; describe characters and their actions (RL 3.2-3)</p> <p>-Reference stories and poems using structural verbiage (RL 3.5)</p> <p>-Compare and contrast themes, settings and plots in stories written by the same author (series) (RL 3.9)</p> <p>-determine main idea and key details (RI 3.2)</p> <p>-Describe connections within informational texts with addition of sequencing and cause and effect (RI 3.3)</p> <p>-Use text features and search tools</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Ask and answer question referring to the text (RL/RI 3.1)</li> <li>-Determine meaning of words and phrases (RL/RI 3.4)</li> <li>-Distinguish own point of view from author or character (RL/RI 3.6)</li> <li>-Use illustrations to demonstrate understanding and clarify text. (RL/RI 3.7)</li> </ul> <p>-Recount fables, folktales, and myths to determine central lesson or morals; describe characters and their actions (RL 3.2-3)</p> <p>-Reference stories and poems using structural verbiage (RL 3.5)</p> <p>-Compare and contrast themes, settings and plots in stories written by the same author (series) (RL 3.9)</p> <p>-determine main idea and key details (RI 3.2)</p> <p>-Describe connections within informational texts with addition of sequencing and cause and effect (RI 3.3)</p> <p>-Use text features and search tools</p>
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<p>to location information (RI 3.5)          -Logical connections between sentences and paragraphs (RI 3.8)          -Compare and contrast main ideas and details in different texts on the same topic (RI 3.9)</p> <p><b>Foundational Skills</b>          -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L3.1-6)</p> <p>-Phonics, decoding, and comprehension (RF3.3-4)</p> <p><b>Writing</b>          Narrative (W3.3a-d)          -writing for stamina          -less support from adults more support with peers</p>	<p>to location information (RI 3.5)          -Logical connections between sentences and paragraphs (RI 3.8)          -Compare and contrast main ideas and details in different texts on the same topic (RI 3.9)</p> <p><b>Foundational Skills</b>          -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L3.1-6)</p> <p>-Phonics, decoding, and comprehension (RF3.3-4)</p> <p><b>Writing</b>          Informative (W3.2a-d)          -writing for stamina          -less support from adults more support with peers</p>	<p>to location information (RI 3.5)          -Logical connections between sentences and paragraphs (RI 3.8)          -Compare and contrast main ideas and details in different texts on the same topic (RI 3.9)</p> <p><b>Foundational Skills</b>          -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L3.1-6)</p> <p>-Phonics, decoding, and comprehension (RF3.3-4)</p> <p><b>Writing</b>          Opinion (W3.1a-d)          -writing for stamina          -less support from adults more support with peers</p>	<p>to location information (RI 3.5)          -Logical connections between sentences and paragraphs (RI 3.8)          -Compare and contrast main ideas and details in different texts on the same topic (RI 3.9)</p> <p><b>Foundational Skills</b>          -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L3.1-6)</p> <p>-Phonics, decoding, and comprehension (RF3.3-4)</p> <p><b>Writing</b>          Short Research (W3.7)          -writing for stamina          -less support from adults more support with peers</p>
<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>2nd Grade ELA</b>			
<p><b>Reading</b>          -Ask and answer question using 5 Ws and How (RL/RI 2.1)          -Determine meaning of words and phrases (RL/RI 2.4)          -Text features and overall structure of story (RL/RI 2.5)          -Use illustrations to demonstrate understanding and clarify text. (RL/RI 2.7)          -Compare and contrast different</p>	<p><b>Reading</b>          -Ask and answer question using 5 Ws and How (RL/RI 2.1)          -Determine meaning of words and phrases (RL/RI 2.4)          -Text features and overall structure of story (RL/RI 2.5)          -Use illustrations to demonstrate understanding and clarify text. (RL/RI 2.7)          -Compare and contrast different</p>	<p><b>Reading</b>          -Ask and answer question using 5 Ws and How (RL/RI 2.1)          -Determine meaning of words and phrases (RL/RI 2.4)          -Text features and overall structure of story (RL/RI 2.5)          -Use illustrations to demonstrate understanding and clarify text. (RL/RI 2.7)          -Compare and contrast different</p>	<p><b>Reading</b>          -Ask and answer question using 5 Ws and How (RL/RI 2.1)          -Determine meaning of words and phrases (RL/RI 2.4)          -Text features and overall structure of story (RL/RI 2.5)          -Use illustrations to demonstrate understanding and clarify text. (RL/RI 2.7)          -Compare and contrast different</p>

<p>accounts of the same topic (RL/RI 2.9)</p> <ul style="list-style-type: none"> <li>-Recount fables and folktales to determine central lesson or moral; describe how characters respond in major events (RL 2.2-3)</li> <li>-Points of view of character (RL 2.6)</li> </ul> <p>-Identify main topic of paragraphs (RI 2.2)</p> <ul style="list-style-type: none"> <li>-Describe connections within informational texts (RI 2.3)</li> <li>-Identify main purpose of text and supporting (RI 2.6,8)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L2.1-6)</li> </ul> <p>-Phonics, decoding, and comprehension (RF2.3-4)</p> <p><b>Writing</b></p> <p>Narrative (W2.3,5,6,8)</p> <ul style="list-style-type: none"> <li>-integrate into lessons throughout the Quarter</li> <li>-start writing for stamina</li> <li>-less support from adults</li> </ul>	<p>accounts of the same topic (RL/RI 2.8)</p> <ul style="list-style-type: none"> <li>-Recount fables and folktales to determine central lesson or moral; describe how characters respond in major events (RL 2.2-3)</li> <li>-Points of view of character (RL 2.6)</li> </ul> <p>-Identify main topic of paragraphs (RI 2.2)</p> <ul style="list-style-type: none"> <li>-Describe connections within informational texts (RI 2.3)</li> <li>-Identify main purpose of text and supporting (RI 2.6, 8)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L2.1-6)</li> </ul> <p>-Phonics, decoding, and comprehension (RF2.3-4)</p> <p><b>Writing</b></p> <p>Informative (W2.2,5,6,8)</p> <ul style="list-style-type: none"> <li>-integrate into lessons throughout the Quarter</li> <li>-start writing for stamina</li> <li>-less support from adults</li> </ul>	<p>accounts of the same topic (RL/RI 2.8)</p> <ul style="list-style-type: none"> <li>-Recount fables and folktales to determine central lesson or moral; describe how characters respond in major events (RL 2.2-3)</li> <li>-Points of view of character (RL 2.6)</li> </ul> <p>-Identify main topic of paragraphs (RI 2.2)</p> <ul style="list-style-type: none"> <li>-Describe connections within informational texts (RI 2.3)</li> <li>-Identify main purpose of text and supporting (RI 2.6, 8)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L2.1-6)</li> </ul> <p>-Phonics, decoding, and comprehension (RF2.3-4)</p> <p><b>Writing</b></p> <p>Opinion (W2.1,5,6,8)</p> <ul style="list-style-type: none"> <li>-integrate into lessons throughout the Quarter</li> <li>-start writing for stamina</li> <li>-less support from adults</li> </ul>	<p>accounts of the same topic (RL/RI 2.8)</p> <ul style="list-style-type: none"> <li>-Recount fables and folktales to determine central lesson or moral; describe how characters respond in major events (RL 2.2-3)</li> <li>-Points of view of character (RL 2.6)</li> </ul> <p>-Identify main topic of paragraphs (RI 2.2)</p> <ul style="list-style-type: none"> <li>-Describe connections within informational texts (RI 2.3)</li> <li>-Identify main purpose of text and supporting (RI 2.6, 8)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L2.1-6)</li> </ul> <p>-Phonics, decoding, and comprehension (RF2.3-4)</p> <p><b>Writing</b></p> <p>Project Writing(Topic) (W2.7,5,6,8)</p> <ul style="list-style-type: none"> <li>-integrate into lessons throughout the Quarter</li> <li>-start writing for stamina</li> <li>-less support from adults</li> </ul>
<b>1st Grade ELA</b>			
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Characters, setting, plot, retell, compare and contrast</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Characters, setting, plot, retell, compare and contrast</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Characters, setting, plot, retell, compare and contrast</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Characters, setting, plot, retell, compare and contrast</li> </ul>

<p>(RL 1.1-10)</p> <ul style="list-style-type: none"> <li>-Main idea and key details, ask and answer questions, texts structures and features, author’s purpose, and prediction. (RI 1.1-10)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, conventions of writing, word meanings (L1.1,2,4,5,6)</li> <li>-Phonemes, phonics, organization of print,word analysis, and comprehension (RF1.1-4)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Narrative (W1.3,5,6,8)</li> <li>-integrate into lessons throughout the Quarter</li> </ul>	<p>(RL 1.1-10)</p> <ul style="list-style-type: none"> <li>-Main idea and key details, ask and answer questions, texts structures and features, author’s purpose, and prediction. (RI 1.1-10)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, conventions of writing, word meanings (L1.1,2,4,5,6)</li> <li>-Phonemes, phonics, organization of print,word analysis, and comprehension (RF1.1-4)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- How to (W1.7,5,6,8)</li> <li>-integrate into lessons throughout the Quarter</li> </ul>	<p>(RL 1.1-10)</p> <ul style="list-style-type: none"> <li>-Main idea and key details, ask and answer questions, texts structures and features, author’s purpose, and prediction. (RI 1.1-10)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, conventions of writing, word meanings (L1.1,2,4,5,6)</li> <li>-Phonemes, phonics, organization of print,word analysis, and comprehension (RF1.1-4)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Informative (W1.2,5,6,8)</li> <li>-integrate into lessons throughout the Quarter</li> <li>-</li> </ul>	<p>(RL 1.1-10)</p> <ul style="list-style-type: none"> <li>-Main idea and key details, ask and answer questions, texts structures and features, author’s purpose, and prediction. (RI 1.1-10)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, conventions of writing, word meanings (L1.1,2,4,5,6)</li> <li>-Phonemes, phonics, organization of print,word analysis, and comprehension (RF1.1-4)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Opinion (W1.1,5,6,8)</li> <li>-integrate into lessons throughout the Quarter</li> </ul>
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**Kindergarten ELA**

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Identify characters, setting, plot, authors, and types of texts. (RL 1.1-10)</li> <li>-Main ideas and key details, ask and answer questions, book structure, relationship between authors and illustrators. (RI 1.1-10)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, conventions of writing, word recognition. (L1.1,2,4,5,6)</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Identify characters, setting, plot, authors, and types of texts. (RL 1.1-10)</li> <li>-Main ideas and key details, ask and answer questions, book structure, relationship between authors and illustrators. (RI 1.1-10)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, conventions of writing, word</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Identify characters, setting, plot, authors, and types of texts. (RL 1.1-10)</li> <li>-Main ideas and key details, ask and answer questions, book structure, relationship between authors and illustrators. (RI 1.1-10)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, conventions of writing, word</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Identify characters, setting, plot, authors, and types of texts. (RL 1.1-10)</li> <li>-Main ideas and key details, ask and answer questions, book structure, relationship between authors and illustrators. (RI 1.1-10)</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>-Grammar, word usage, conventions of writing, word</li> </ul>
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<p>-Phonemes, phonics, organization of print, decoding, and purpose of reading. (RF1.1-4)</p> <p><b>Writing</b>  Narrative (WK.3,5,6,8)  -integrate into lessons throughout the Quarter with a focus on drawing for interpretation</p>	<p>recognition. (L1.1,2,4,5,6)</p> <ul style="list-style-type: none"> <li>- -Phonemes, phonics, organization of print, decoding, and purpose of reading. (RF1.1-4)</li> <li>- <b>Writing</b></li> <li>- Informative (WK.2,5,6,8)</li> <li>- -integrate into lessons throughout the Quarter with a focus on drawing for interpretation</li> </ul>	<p>recognition. (L1.1,2,4,5,6)</p> <ul style="list-style-type: none"> <li>- -Phonemes, phonics, organization of print, decoding, and purpose of reading. (RF1.1-4)</li> <li>- <b>Writing</b></li> <li>- Opinion (WK.1,5,6,8)</li> <li>- -integrate into lessons throughout the Quarter with a focus on drawing for interpretation</li> </ul>	<p>recognition. (L1.1,2,4,5,6)</p> <ul style="list-style-type: none"> <li>- -Phonemes, phonics, organization of print, decoding, and purpose of reading. (RF1.1-4)</li> <li>- <b>Writing</b></li> <li>- Author study (WK.7,5,6,8)</li> <li>- -integrate into lessons throughout the Quarter with a focus on drawing for interpretation</li> </ul>
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