



AAC English Scope and Sequence

AAC's English/Language Arts Curriculum uses the 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
12th Grade English IV			
Propaganda Novel - <i>Fahrenheit 451</i> / <i>A Brave New World</i> / <i>Slaughterhouse Five</i>/ <i>Catcher in the Rye</i> -Examine historical uses of political rhetoric and counterculture, (eg: McCarthy, Kennedy and Beat Generation Writers). -Textual analysis of the book focussing on theme, tone, setting, character and author's choice and using evidence to make arguments. -The historical context is examined prior to reading the book. Afterwards, students compare and contrast their reality with that of the book. Writing Focus- Students examine correct essay structure. Students learn about presenting arguments in the format of "To what extent" essay questions. Core text is analysed during this process.	Short Stories <i>The Story of an Hour</i>; <i>The Eyes Have It</i>; <i>What Stumped the Bluejays</i>; <i>The Dinner Party</i>; <i>Lamb to the Slaughter</i>; <i>Girl</i>; <i>Confido</i>; <i>The Cask of Amontillado</i>; <i>Penny in the Dust</i>; <i>The Ones who Walk Away from Omelas</i>; <i>The Raven</i>; <i>The Tell Tale Heart</i>; <i>The Interlopers</i> Analysis: - structure - elements - themes - analysis through group discussion - independent analysis - comparative analysis - Characterization Short Story Composition - writing strategies - editing and revision - peer review Writing Focus - Students write	Shakespeare Major Work-<i>The Crucible</i>/ <i>An Inspector Calls</i>/ <i>Hamlet</i>/ <i>The Importance of Being Earnest</i> -The unit begins with a study of the setting of the play selected (eg. Mass Hysteria for <i>The Crucible</i>). It also includes background work on the author's life, work and why he is still read today. 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. Writing Focus- Students re-examine correct essay structure, and continue to learn about presenting arguments in the format of "To what extent" essay questions. Core text is analysed during this process. Performance Focus- Students record scenes from the play. Scenes	Major Work -Research Project In their final quarter, students will conduct a research project using a similar modus operandi to that needed at university level. -The first half of the quarter is spent on research and comprehension of the subject, the second half then focuses on analysis and presentation of an evidence based argument. Writing Focus- Students will write summaries of 5 research articles collected during the first half of the quarter. They will also be required to write a self-reflection on their research journey. Higher level classes will also be required to write a 1000 word literature review. Performance Focus-Students will showcase their research project in the form of a ten minute presentation supplemented with demonstrations, informational slides

Performance Focus-In groups, students engage in a structured debate around themes or motifs specific to the chosen text.	their own short fiction/fast fiction. Focus is on maintaining a strong story arc, with a very short intro, majority of the story is rising action, a clear climax and very short resolution. Students will also write essays to analyse short stories.	are played in class followed by a presentation in which they narrate/ explain stylistic choices/ background information to the other students. Students learn basic stage terms and proper theatrical techniques. Students will work in groups to do a thorough individual character analysis which will be presented in class.	and visual images.
Common Core Standards: RI.11-12.1 – Cite strong and thorough textual evidence to support analysis; RI.11-12.6 – Determine an author’s point of view or purpose in a text; RI.11-12.9 – Analyze historical and contemporary texts in terms of themes and ideas; RL.11-12.2 – Determine multiple themes and analyze their development; RL.11-12.3 – Analyze author’s choices regarding setting, character, and structure; RL.11-12.6 – Analyze how point of view and cultural experience shape a text; W.11-12.1 – Write arguments to support claims with reasoning and evidence; W.11-12.4 – Produce clear and coherent writing suited to task and audience; W.11-12.5 – Develop and revise writing as needed; SL.11-12.1 – Participate in collaborative discussions effectively; SL.11-12.3 – Evaluate a speaker’s argument and reasoning; L.11-12.3 – Apply	Common Core Standards: RL.11-12.2 – Determine and analyze multiple themes and their development; RL.11-12.3 – Analyze how author choices affect character development and story elements; RL.11-12.5 – Examine how structure influences meaning and aesthetic impact; RL.11-12.9 – Compare and contrast how different texts address similar themes or topics; SL.11-12.1 – Engage in collaborative discussions, building on others’ ideas; SL.11-12.4 – Present information clearly with logical reasoning and supporting evidence; W.11-12.3 – Write narratives using effective technique and well-structured event sequences; W.11-12.2 – Write explanatory texts with clear organization and content analysis; W.11-12.9 – Support analysis with textual evidence; W.11-12.5 – Strengthen writing through planning, revising, editing, and peer feedback; W.11-12.3a – Engage the	Common Core Standards: RL.11-12.1 – Cite strong and thorough textual evidence to support analysis; RL.11-12.2 – Determine multiple themes and analyze their development; RL.11-12.3 – Analyze the impact of author choices on story elements and character development; RL.11-12.5 – Analyze how structure and style contribute to meaning; RL.11-12.6 – Analyze how point of view and cultural experience influence a text; W.11-12.1 – Write arguments to support claims with valid reasoning and evidence; W.11-12.4 – Produce clear and coherent writing appropriate to task and audience; W.11-12.5 – Develop and revise writing through editing and feedback; SL.11-12.1 – Initiate and participate in collaborative discussions; SL.11-12.4 – Present information and supporting evidence clearly and logically; SL.11-12.6 – Adapt speech to a variety of contexts and tasks; L.11-12.3 –	Common Core Standards: W.11-12.7 – Conduct sustained research projects to answer a question or solve a problem; W.11-12.8 – Gather relevant information from multiple sources, assess credibility, and integrate while avoiding plagiarism; W.11-12.9 – Draw evidence from texts to support analysis and research; W.11-12.2 – Write informative/explanatory texts to convey complex ideas; W.11-12.4 – Produce clear and coherent writing appropriate to task, purpose, and audience; W.11-12.5 – Develop writing through revision and editing; SL.11-12.4 – Present findings clearly with logical reasoning and evidence; SL.11-12.5 – Use digital media to enhance presentations; SL.11-12.6 – Adapt speech to context and task effectively; L.11-12.6 – Acquire and use academic and domain-specific vocabulary.

knowledge of language for clarity and effect.	reader by setting context and introducing characters; W.11-12.3b – Use narrative techniques such as dialogue and pacing; W.11-12.3c – Sequence events coherently; W.11-12.3d – Use precise words and sensory language to convey experiences; W.11-12.3e – Provide a conclusion that reflects on what is experienced or observed; L.11-12.3 – Apply knowledge of language to make effective choices for meaning or style; L.11-12.6 – Acquire and use academic and domain-specific vocabulary accurately.	Apply knowledge of language for effect, style, and meaning.	
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11th Grade English III

Propaganda Novel - 1984 by George Orwell -Examine historical uses of propaganda, including Hitler, Mao, Brexit and Trump. -Areas of emphasis include different forms and uses of propaganda, tools to measure its effectiveness and how consumers can dissect information -Orwell's historical context is examined prior to reading the book. Afterwards, students study how the world is and isn't like 1984. Writing Focus-Students write their own piece of propaganda using modern day headlines. Focus is on	Shakespeare Major Work-<i>Macbeth</i> -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. 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. Writing Focus-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.	Ramadan-Culture, Tradition, and Home Novel-Excerpts from <i>Hope and Other Dangerous Pursuits</i> and <i>The Other Americans</i> both by Moroccan author Laila Lalami. -The unit focuses on how we define culture, tradition, and home amidst changing family dynamics -Students read several excerpts from <i>Hope and Other Dangerous Pursuits</i> by Laila Lalami exploring themes such as struggle, privilege, poverty and migration. Writing Focus-Students write an informative essay that explores how we define home, and how culture and tradition can impact an	Research/Science Fiction Major Work -Scientific research paper and Literary Fair project Resources-Literary text from previous units Themes include: - Propaganda - Shakespeare - Culture, Tradition and Home Writing Focus- English class will focus on proper documentation and organization, along with how to present a convincing and logical argument. Presentation Focus- Preparation for Literary Fair, including practice of presentation skills (eye contact,
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how the material is presented and how the truth can be bent to serve a larger purpose. Performance Focus-In groups, students perform a brief propaganda split, then defend their choices to a panel of their peers. Key topics include spreading hope/fear, concealing truths and engaging the audience.	Performance Focus- As a video project, 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 theatrical techniques.	individual's sense of belonging and acceptance. Performance Focus- Students will engage in a structured debate related to themes discussed in the readings.	voice tone, fielding questions) along with the physical presentation board. Students will work on a debate together and proper debating technique is emphasized
Common Core Standards: RL 11-12.1- Cite strong and thorough textual evidence and make inferences RL 11-12.2-Determine two or more themes or central ideas RL 11-12.5-Analyze how an author's choices concerning how to structure specific parts of a text 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.) RI 11-12.1-Cite strong and thorough textual evidence to support analysis of what the text says RI 11-12.2-Determine two or more central ideas of a text and analyze their development RI 11-12.5-Analyze and evaluate the effectiveness of the structure an	Common Core Standards: RL 11-12.1-Cite strong and thorough textual evidence and make inferences RL 11-12.2-Determine two or more themes or central ideas RL 11-12.4-Determine the meaning of words and phrases 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.) RI 11-12.1-Cite strong and thorough textual evidence to support analysis of what the text says RI 11-12.2-Determine two or more central ideas of a text and analyze their development RI 11-12.4-Determine the meaning of words and phrases W 11-12.3 (A-E)-Write narratives to develop real or imagined	Common Core Standards: RL 11-12.1-Cite strong and thorough textual evidence and make inferences RL 11-12.2-Determine two or more themes or central ideas RL 11-12.3-Analyze how an author's choices concerning how to structure specific parts of a text 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.) RI 11-12.1-Cite strong and thorough textual evidence to support analysis of what the text says RI 11-12.2-Determine two or more central ideas of a text and analyze their development RI 11-12.3-Analyze a complex set of ideas or sequence of events W 11-12.1 (A-E)-Write	Common Core Standards: W 11-12.7-Conduct short as well as more sustained research projects to answer a 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 11-12.8-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 11-12.9 (a&b)-Draw evidence from literary or informational texts to support analysis, reflection, and research.

author uses W 11-12.1 (A-E)-Write arguments to support claims 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.	experiences or events 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.	informative/explanatory texts to examine and convey complex ideas 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.	
Quarter 1	Quarter 2	Quarter 3	Quarter 4
10th Grade English II			
Evidence Based Analysis- Sherlock Holmes and Academic Writing Students will engage in the detective fiction genre and also analyse how the short stories could be seen as social criticisms in the form of simple entertainment. Stories will be contrasted to other media adaptations. The historical context of the works will be examined especially with a view to evidence based arguments which will lead into the evidence based approach required for good essay writing. Writing Focus- Students will create a five paragraph persuasive essay, with logic and organization	Identity, Opportunity, and Self-Improvement – <i>Hope and Other Dangerous Pursuits</i> This quarter focuses on identity (both personal and social) and how we should all strive for self-improvement. This is addressed with the fictional novel by American Moroccan author Laila Lalami and through engagement with scientific research on how students might improve their own performance. The final chapter is called “The Storyteller”, this will then lead into a comparison of how different authors approach the writing process. Writing Focus- Students will write	American Dream Novel - <i>The Great Gatsby</i> 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. The book is also analysed in comparison with modern film versions with literary devices being a key focus. Writing Focus-The focus is placed on literary analysis, especially how Fitzgerald creates engaging characters that represent their era.	Research Project Reading- Shakespeare’s sonnets In their final quarter, students will conduct a research project using a similar modus operandi to that needed at university level. This includes very structured lessons on how to find relevant articles and the academic reading strategies necessary for comprehending academic articles (eg. how academic texts build arguments). -The first half of the quarter is spent on research and comprehension of the subject, the second half then focuses on analysis and presentation of an evidence based argument. One lesson per week will look at

being the focus. Emphasis is placed on a proper, engaging introduction, effective transitions between ideas and writing a captivating conclusion. Several reviews of all writing mechanics, focused on common mistakes, will take place throughout the unit. Performance Focus-In groups, students work collaboratively to engage in a structured debate around themes or motifs specific to the chosen text. The audience provides feedback, using a rubric to assess the work.	an evidence based essay on how they can improve their own personal approach to learning, this assessment will focus on all stages of the writing process (research, planning, citing evidence, final drafting, etc). Performance Focus- Students will act out scenes from the book. This can either be as live action theatre in the classroom or students might choose to produce short films if that is their preferred medium.	Students will also write interdisciplinary essays with their Social Studies teacher with whom they are studying the same historical period. Performance Focus- Students will put several characters from the book on trial in the style of a structured debate. This focuses on proper debating techniques and the organization of logical arguments.	Shakespearean sonnets and the performance of them. This is designed to help students gain confidence and the correct intonation and stress needed for public speaking. Writing Focus- Students will write summaries of 5 research articles collected during the first half of the quarter. They will also be required to write a self-reflection on their research journey. For higher levels a 1000 word literature review may also be incorporated. Performance Focus-Students will showcase their research project in the form of a eight minute presentation supplemented with demonstrations, informational slides and visual images.
Common Core Standards: RL.9-10.1 – Cite textual evidence to support analysis. RL.9-10.2 – Analyze theme development and summarize. RL.9-10.3 – Analyze how complex characters develop. RL.9-10.6 – Analyze how point of view shapes a text. RL.9-10.10 – Read and comprehend literature independently.	Common Core Standards: RL.9-10.2 – Analyze theme development and summarize. RL.9-10.3 – Analyze how complex characters develop. RL.9-10.6 – Analyze how point of view shapes a text. RL.9-10.10 – Read and comprehend literature independently. RL.9-10.7-Analyze the representation of a subject or a key	Common Core Standards: RL.9-10.2 – Analyze theme development and summarize. RL.9-10.3 – Analyze how complex characters develop. RL.9-10.6 – Analyze how point of view shapes a text. RL.9-10.9 – Analyze how authors treat similar themes in different texts. RL.9-10.10 – Read and comprehend literature	Common Core Standards: RL.9-10.2 – Analyze theme development and summarize. RL.9-10.4 – Analyze word meanings and tone. RL.9-10.5 – Analyze text structure and effects. RI.9-10.1 – Cite evidence to support analysis. RI.9-10.10 – Read and comprehend literary nonfiction. W.9-10.2 – Write

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). RI.9-10.6 – Determine author's point of view or purpose. W.9-10.1 – Write arguments with evidence and reasoning. W.9-10.4 – Produce clear, coherent writing. W.9-10.5 – Strengthen writing through revision. W.9-10.9 – Use textual evidence in writing. W.9-10.10 – Write routinely for various tasks and purposes. SL.9-10.1 – Engage in collaborative discussions. SL.9-10.3 – Evaluate a speaker's point of view and reasoning. SL.9-10.4 – Present ideas clearly and logically. SL.9-10.6 – Adapt speech to task and audience. L.9-10.1 – Demonstrate command of grammar and usage. L.9-10.2 – Demonstrate command of capitalization, punctuation, and spelling. L.9-10.3 – Apply knowledge of language to make effective choices.	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). RI.9-10.1 – Cite evidence to support analysis. RI.9-10.4 – Determine meaning of words/phrases in context. W.9-10.2 – Write informative/explanatory texts. W.9-10.4 – Produce clear, coherent writing. W.9-10.5 – Strengthen writing through revision. W.9-10.7 – Conduct short and sustained research. W.9-10.8 – Gather, evaluate, and integrate sources. W.9-10.9 – Use textual evidence in writing. W.9-10.10 – Write routinely for various tasks and purposes. SL.9-10.1 – Engage in collaborative discussions. SL.9-10.4 – Present ideas clearly and logically. SL.9-10.5 – Use digital media effectively in presentations. SL.9-10.6 – Adapt speech to task and audience.	independently. W.9-10.1 – Write arguments with evidence and reasoning. W.9-10.2 – Write informative/explanatory texts. W.9-10.4 – Produce clear, coherent writing. W.9-10.5 – Strengthen writing through revision. W.9-10.7 – Conduct short and sustained research. W.9-10.9 – Use textual evidence in writing. SL.9-10.1 – Engage in collaborative discussions. SL.9-10.3 – Evaluate a speaker's point of view and reasoning. SL.9-10.4 – Present ideas clearly and logically. SL.9-10.6 – Adapt speech to task and audience.	informative/explanatory texts. W.9-10.4 – Produce clear, coherent writing. W.9-10.5 – Strengthen writing through revision. W.9-10.7 – Conduct short and sustained research. W.9-10.8 – Gather, evaluate, and integrate sources. W.9-10.9 – Use textual evidence in writing. W.9-10.10 – Write routinely for various tasks and purposes. SL.9-10.4 – Present ideas clearly and logically. SL.9-10.5 – Use digital media effectively in presentations. SL.9-10.6 – Adapt speech to task and audience.
9th Grade English I			
Political Fiction-Government	Romance	Coming of Age	Research/Science Fiction

Novel - <i>Animal Farm</i>, -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 Writing Focus-Argumentative writing Performance Focus- After the students have written their commandments, the class will choose a subject for debate considering their own belief systems	Reading - <i>Romeo and Juliet</i> -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. Writing Focus-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 of a famous artist etc, professing their love for another. Performance Focus- Students will perform their own work - Proper theatrical techniques are taught, especially the art of projecting voice and stage presence	Novel - <i>Lord of the Flies</i> -Before beginning the novel, life during WWII 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 their relationships. -Racism and the ability to overcome obstacles are explored. -The focus of the work is about how the children face adversity. Writing Focus-Primary emphasis is on mechanics. Performance Focus-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. Debate- the structure of a good debate, how to conduct one, participate, prepare, cross-examine etc.	Major Work -Scientific research paper and Literary Fair project Resources-Literary text from previous units Themes include: - Politics - Romance - Coming of Age Writing Focus- English class will focus on proper documentation and organization, along with how to present a convincing and logical argument. Presentation Focus- Preparation for Literary Fair, including practice of presentation skills (eye contact, voice tone, fielding questions) along with the physical presentation board. Students will work on a debate together and proper debating technique is emphasized
Common Core Standards: RL 9-10.1-Cite strong and thorough textual evidence to support analysis of what the text say RL 9-10.2-Determine a theme or central idea of a text and analyze in detail its development RL 9-10.5-Analyze how an author's choices concerning how to structure a text	Common Core Standards: RL 9-10.1-Cite strong and thorough textual evidence to support analysis of what the text say RL 9-10.2-Determine a theme or central idea of a text and analyze in detail its development RL 9-10.4-Determine the meaning of words and phrases as they are used in the text	Common Core Standards: RL 9-10.1-Cite strong and thorough textual evidence to support analysis of what the text say RL 9-10.2-Determine a theme or central idea of a text and analyze in detail its development RL 9-10.3-Analyze how complex characters develop over the course of a text	Common Core Standards: W 9-10.7-Conduct short as well as more sustained research projects to answer a 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.

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). RI 9-10.1-Cite strong and thorough textual evidence to support analysis of what the text says RI 9-10.2-Determine a central idea of a text and analyze its development over the course of the text RI 9-10.5-Analyze in detail how an author's ideas or claims are developed and refined W 9-10.1 (A-E)-Write arguments to support claims in an analysis of substantive topics or texts SL 9-10.1 (A-D)-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.	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). RI 9-10.1-Cite strong and thorough textual evidence to support analysis of what the text says RI 9-10.2-Determine a central idea of a text and analyze its development over the course of the text RI 9-10.4-Determine the meaning of words and phrases as they are used in a text W 9-10.3 (A-E)-Write narratives to develop real or imagined experiences or events SL 9-10.1 (A-D)-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.	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). RI 9-10.1-Cite strong and thorough textual evidence to support analysis of what the text says RI 9-10.2-Determine a central idea of a text and analyze its development RI 9-10.3-Analyze how the author unfolds an analysis or series of ideas or events W 9-10.2 (A-E)-Write informative/explanatory texts to examine and convey complex ideas/concepts SL 9-10.1 (A-D)-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.	W 9-10.8-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 9-10.9 (a&b)-Draw evidence from literary or informational texts to support analysis, reflection, and research
Quarter 1	Quarter 2	Quarter 3	Quarter 4
8th Grade Language Arts III			
Short Stories Stories-SciFi ("The Lottery"), (<i>The Monkey's Paw</i>) (<i>The Bet</i>) (<i>The Test</i>) (<i>Harrison Bergeron</i>)	Dialogue <i>Frankenstein Graphic Novel</i> Students study what dialogue is and	Coming of Age Novel-The Outsiders The novels focus on what bonds a	Research WWI & WWII Novel- Night Students are taught the background

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. Writing Focus-Argumentative writing Performance Focus-In groups, students work collaboratively to engage in a structured debate around themes or motifs specific to the chosen text. The audience provides feedback, using a rubric to assess the work.	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. Writing Focus-Dialogue/Narrative writing Performance Focus- Students perform their works, with theatrical techniques introduced. The performances will take place in the theater.	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. Writing Focus-Informative writing Students produce multiple samples of a five paragraph essay, with emphasis on mechanics, transitions and organization. Performance Focus-A majority of the book is read out loud, in class-with certain scenes acted out Students will put several characters from the book on trial in the style of a structured debate. This focuses on proper debating techniques and the organization of logical arguments.	of the Nazi movement, why they targeted Jews and how Europe & 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. Writing Focus-Cross-curricular project with Social Studies. Review of the five paragraph essay. Students produce multiple samples of a five paragraph essay, with emphasis on mechanics, transitions and organizations. Performance Focus-A majority of the book is read out loud, in class-with certain scenes acted out. Solo presentations on a chosen character from the book, including all requirements stated in the rubric, use a multimedia tool to aid presentation. (6 minutes)
Common Core Standards: RL 8.1-Cite the textual evidence that most strongly supports an analysis of what the text says RL 8.2-Determine a theme or central idea of a text and analyze its development RL 8.5-Compare and contrast the structure of two or more texts RL 8.7-Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs	Common Core Standards: RL 8.1-Cite the textual evidence that most strongly supports an analysis of what the text says RL 8.2-Determine a theme or central idea of a text and analyze its development RL 8.4-Determine the meaning of words and phrases as they are used in a text RL 8.7-Analyze the extent to which a filmed or live production of a story	Common Core Standards: RL 8.1-Cite the textual evidence that most strongly supports an analysis of what the text says RL 8.2-Determine a theme or central idea of a text and analyze its development RL 8.3-Analyze how particular lines of dialogue or incidents in a story or drama propel the action RL 8.7-Analyze the extent to which a filmed or live production of a story	Common Core Standards: W.8.7-Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W.8.8-Gather relevant information from multiple print and digital

from the text or script, evaluating the choices made by the director or actors. RI 8.1-Cite the textual evidence that most strongly supports an analysis of what the text says RI 8.2-Determine a central idea of a text and analyze its development RI 8.5-Analyze in detail the structure of a specific paragraph in a text W 8.1 (A-E)-Write arguments to support claims with clear reasons and relevant evidence SL 8.1 (A-D)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. RI 8.1-Cite the textual evidence that most strongly supports an analysis of what the text says RI 8.2-Determine a central idea of a text and analyze its development RI 8.4-Determine the meaning of words and phrases as they are used in a text W 8.3 (A-E)-Write narratives to develop real or imagined experiences or events using effective technique SL 8.1 (A-D)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. RI 8.1-Cite the textual evidence that most strongly supports an analysis of what the text says RI 8.2-Determine a central idea of a text and analyze its development RI 8.3-Analyze how a text makes connections among and distinctions between individuals, ideas, or events W 8.2 (A-E)-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information SL 8.1 (A-D)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.8.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.
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7th Grade Language Arts II

Poetry- Students will engage with a selection of poems such as: • "The Road Not Taken" by Robert Frost • "Caged Bird" by Maya Angelou • "Where I'm From" by George Ella Lyon	Dystopia & Modern Society Novel-The Giver 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. The study of the book includes a focus on plot.	Coming of Age Novel-The Boy Who Harnessed the Wind Students will study the novel through the theme of self-determination and self-improvement. Comparisons with the film adaptation will also be made and used for informal debates in the classroom.	Research Students focus on using proper techniques for research. They will review APA 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. Writing Focus - Use research to
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• "Still I Rise" by Maya Angelou and "Phenomenal Woman" • "The Raven" (excerpts) or "Casey at the Bat" Writing Focus- Create a poetry journal with a selection of poems students have written throughout the quarter. Journal should be decorated and poems neatly written with explanation of what each type of poem it is. Performance Focus- Students present their favorite poem to the class (either one of their own, or approved of by the teacher). Use tone and emphasis to get the poem's point across and then give an explanation as to the choice of this poem.	Writing Focus- APA formatting and general formatting for formal writing assignments. Have students practice with a short essay and/or paragraph assignments based on the novel. Performance Focus-Students present their perfect world, visually and orally to their peers. character motivation and	Writing Focus-Cross-curricular project with Science (Atmosphere unit). Students work in Science and English on their paper summarizing their science fair project. Performance-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. Presentations in the library for Parents and teachers.	write a 1-2 page research paper, plus at least 3 references, cite at least 1 reference within paper. Performance - Solo presentation on a chosen explorer, including all requirements stated in the rubric, use a multimedia tool to aid presentation. (3-5 minutes)
Common Core Standards: RL 7.1-Cite several pieces of textual evidence to support analysis of what the text says RL 7.2-Determine a theme or central idea of a text and analyze its development RL 7.4-Determine the meaning of words and phrases as they are used in a text RL 7.7-Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium	Common Core Standards: RL 7.1-Cite several pieces of textual evidence to support analysis of what the text says RL 7.2-Determine a theme or central idea of a text and analyze its development RL 7.5-Analyze how a drama's or poem's form or structure contributes to its meaning RL 7.7-Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium	Common Core Standards: RL 7.1-Cite several pieces of textual evidence to support analysis of what the text says RL 7.2-Determine a theme or central idea of a text and analyze its development RL 7.3-Analyze how particular elements of a story or drama interact RL 7.7-Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium	Common Core Standards: W.7.7-Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7.8-Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding

(e.g., lighting, sound, color, or camera focus and angles in a film). RI 7.1-Cite several pieces of textual evidence to support analysis of what the text says RI 7.2-Determine two or more central ideas in a text and analyze their development RI 7.4-Determine the meaning of words and phrases as they are used in a text W 7.3 (A-E)-Write narratives to develop real or imagined experiences or events SL 7.1 (A-D)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	(e.g., lighting, sound, color, or camera focus and angles in a film). RI 7.1-Cite several pieces of textual evidence to support analysis of what the text says RI 7.2-Determine two or more central ideas in a text and analyze their development RI 7.5-Analyze the structure an author uses to organize a text W 7.1 (A-E)-Write arguments to support claims with clear reasons and relevant evidence SL 7.1 (A-D)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	(e.g., lighting, sound, color, or camera focus and angles in a film). RI 7.1-Cite several pieces of textual evidence to support analysis of what the text says RI 7.2-Determine two or more central ideas in a text and analyze their development RI 7.3-Analyze the interactions between individuals, events, and ideas in a text W 7.2 (A-E)-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information SL 7.1 (A-D)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	plagiarism and following a standard format for citation. W.7.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.9.a- Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). W.7.9.b- Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). SL 7.1 (A-D)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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6th Grade Language Arts I

Short Stories/Review: "Kalulu and the Leopard" Geraldine Elliot "The Treasure of Lemon Brown" by Walter Dean Myers "All Summer in a Day" by Ray	Dialogue/Survival: Phantom Tollbooth Through discussion of fantasy and adventure literature, students will begin to reflect on their own	Coming of Age: The Graveyard Book Students will look at the modern historical context of the book whilst also making comparisons with	Research: World Myths (Completion of "Write your own stories") Students also write their own myth, focusing on the creative side of the
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Bradbury "Seventh Grade" by Gary Soto Students begin middle school English with a focus on who they are, writing brief works of self-exploration. Learning mind maps, plot maps, character development, review of some basics. Set the baseline for their end of year project of writing their own book. Writing Focus-One Perfect Paragraph. Students practice basic paragraph structure, including introductory sentences, organization and mechanics by writing a brief personal narrative about themselves. They will also be made aware of how that paragraph fits into the five paragraph essay structure. Performance Focus-Students present their personal narrative to the class.	personal journey to wisdom. Figurative language, idioms, puns. Writing Focus-Mechanics Based on the mistakes students are commonly making from quarter one, basic punctuation, spelling, word choice and simple/complex sentences are reviewed. Introduction to figurative language. Performance Focus-Students present their one paragraph personal work to the class, with emphasis on proper posture, tone of voice and speaking cadence.	Rudyard Kipling's <i>The Jungle Book</i>. Other multimedia formats will be used for comparison and author's choice will be discussed. Writing Focus-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. Performance Focus- Students discuss the benefits of being raised by ghosts or animals. Students will look at other examples and then hold a debate as to which they think is better.	process and developing a theme. Writing Focus-Mechanics Based on the mistakes students are commonly making from quarter one, basic punctuation, spelling, word choice and simple/complex sentences are reviewed. Write your own book - completion process, peer review. Performance Focus-Students will present their myths in front of the class, and possibly in an exhibition for parents. Write your own books - Library presentation to parents and teachers. (Potential extra if there is time) In class self reflection presentation on writing process discussing writing mechanics (Tone, theme, plot, character development). Class will have peer review rubric to fill out for each self reflection presentation.
Common Core Standards: RL 6.1-Cite textual evidence to support analysis of what the text says RL 6.2-Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary RL 6.5-Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a	Common Core Standards: RL 6.1-Cite textual evidence to support analysis of what the text says RL 6.2-Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary RL 6.4-Cite textual evidence to support analysis of what the text says explicitly as well as inferences	Common Core Standards: RL 6.1-Cite textual evidence to support analysis of what the text says RL 6.2-Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary RL 6.3-Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how	Common Core Standards: W.6.7 Do a short research project to answer a specific question, using several sources. W.6.8 Find good information from books and websites. Check if it's trustworthy, and explain it in your own words or quote it correctly without copying.

text and contributes to the development of the theme, setting, or plot RL 6.7-Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RI 6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences RI.6.2-Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text RI 6.5-Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development W 6.1 (A-E)-Write arguments to support claims with clear reasons and relevant evidence. SL 6.1 (A-D)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	RL 6.7-Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RI 6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences RI 6.2-Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text RI 6.4-Determine the meaning of words and phrases as they are used in a text W 6.3 (A-E)-Write narratives to develop real or imagined experiences or events SL 6.1 (A-D)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	the characters respond or change RL 6.7-Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RI 6.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences RI 6.2-Determine a central idea of a text and how it is conveyed through particular details; provide a summary RI 6.3-Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text W 6.2 (A-E)-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information SL 6.1 (A-D)-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	W.6.9 Use proof from stories or nonfiction texts to support your ideas when writing or researching. SL.6.4 Give a clear and organized presentation. Use good examples, speak clearly, loud enough, and make eye contact. SL.6.5 Use pictures, videos, or sounds to help explain your topic better.
Quarter 1	Quarter 2	Quarter 3	Quarter 4
5th Grade ELA			

Reading -Quote accurately when explaining a text and when using inferences (RL/RI 5.1) -Determine meaning of words and phrases (RL/RI 5.4) -Use visuals and multimedia to demonstrate understanding and clarify text. (RL/RI 5.7) -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) -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	Reading -Quote accurately when explaining a text and when using inferences (RL/RI 5.1) -Determine meaning of words and phrases (RL/RI 5.4) -Use visuals and multimedia to demonstrate understanding and clarify text. (RL/RI 5.7) -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) -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	Reading -Quote accurately when explaining a text and when using inferences (RL/RI 5.1) -Determine meaning of words and phrases (RL/RI 5.4) -Use visuals and multimedia to demonstrate understanding and clarify text. (RL/RI 5.7) -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) -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	Reading -Quote accurately when explaining a text and when using inferences (RL/RI 5.1) -Determine meaning of words and phrases (RL/RI 5.4) -Use visuals and multimedia to demonstrate understanding and clarify text. (RL/RI 5.7) -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) -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
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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) Foundational Skills -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L5.1-6) -Phonics, decoding, and comprehension (RF5.3-4) Writing Narrative (W5.3a-e) -writing for stamina -less support from adults more support with peers -strengthen the writing process	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) Foundational Skills -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L5.1-6) -Phonics, decoding, and comprehension (RF5.3-4) Writing Informative/explanatory (W5.2a-e) -writing for stamina -less support from adults more support with peers -strengthen the writing process	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) Foundational Skills -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L5.1-6) -Phonics, decoding, and comprehension (RF5.3-4) Writing Opinion (W5.1a-d) -writing for stamina -less support from adults more support with peers -strengthen the writing process	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) Foundational Skills -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L5.1-6) -Phonics, decoding, and comprehension (RF5.3-4) Writing 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
4th Grade ELA			
Reading -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) -Determine theme of a story from	Reading -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) -Determine theme of a story from	Reading -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) -Determine theme of a story from	Reading -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) -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) -Explain differences between stories and poems using structural verbiage when writing and speaking (RL 4.5) -Compare and contrast points of view including first and third person narrations (RL 4.6) -Compare and contrast similar themes and topics, using stories, myths, and traditional literature (RL 4.9) -Determine main idea and key details and summarize (RI 4.2) -Explain the What and Why of an Informational Text based on details from the text (RI 4.3) -Describe the overall structure of an Informational Text (RI 4.5) -Compare and contrast firsthand and secondhand accounts of same events (RI 4.6) -Explain how an author uses evidence and reasons to support the text (RI 4.8) -Integrate information from two texts to understand and write on a subject (RI 4.9) Foundational Skills -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking,	details in a text, summarize text (RL 4.2) -Describe in depth with specific details the character, settings, and events (RL 4.3) -Explain differences between stories and poems using structural verbiage when writing and speaking (RL 4.5) -Compare and contrast points of view including first and third person narrations (RL 4.6) -Compare and contrast similar themes and topics, using stories, myths, and traditional literature (RL 4.9) -Determine main idea and key details and summarize (RI 4.2) -Explain the What and Why of an Information Text based on details from the text (RI 4.3) -Describe the overall structure of an Informational Text (RI 4.5) -Compare and contrast firsthand and secondhand accounts of same events (RI 4.6) -Explain how an author uses evidence and reasons to support the text (RI 4.8) -Integrate information from two texts to understand and write on a subject (RI 4.9) Foundational Skills -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking,	details in a text, summarize text (RL 4.2) -Describe in depth with specific details the character, settings, and events (RL 4.3) -Explain differences between stories and poems using structural verbiage when writing and speaking (RL 4.5) -Compare and contrast points of view including first and third person narrations (RL 4.6) -Compare and contrast similar themes and topics, using stories, myths, and traditional literature (RL 4.9) -Determine main idea and key details and summarize (RI 4.2) -Explain the What and Why of an Information Text based on details from the text (RI 4.3) -Describe the overall structure of an Informational Text (RI 4.5) -Compare and contrast firsthand and secondhand accounts of same events (RI 4.6) -Explain how an author uses evidence and reasons to support the text (RI 4.8) -Integrate information from two texts to understand and write on a subject (RI 4.9) Foundational Skills -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking, listening, and reading (L4.1-6)	details in a text, summarize text (RL 4.2) -Describe in depth with specific details the character, settings, and events (RL 4.3) -Explain differences between stories and poems using structural verbiage when writing and speaking (RL 4.5) -Compare and contrast points of view including first and third person narrations (RL 4.6) -Compare and contrast similar themes and topics, using stories, myths, and traditional literature (RL 4.9) -Determine main idea and key details and summarize (RI 4.2) -Explain the What and Why of an Information Text based on details from the text (RI 4.3) -Describe the overall structure of an Informational Text (RI 4.5) -Compare and contrast firsthand and secondhand accounts of same events (RI 4.6) -Explain how an author uses evidence and reasons to support the text (RI 4.8) -Integrate information from two texts to understand and write on a subject (RI 4.9) Foundational Skills -Grammar, word usage, word meanings, figurative language, and knowledge of language in conventions of writing, speaking,
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listening, and reading (L4.1-6) -Phonics, decoding, and comprehension (RF4.3-4) Writing -Writing process (W4-10) -Narrative Essay(W4.3) Favorite place that you have been to. Describe setting, details of a specific time and place.	listening, and reading (L4.1-6) -Phonics, decoding, and comprehension (RF4.3-4) Writing -Informational Essay (W4.2) -Research (W4.7) -Evidence (W4.9)	-Phonics, decoding, and comprehension (RF4.3-4) Writing -Opinion Essay/ Persuasive (W4.1)	listening, and reading (L4.1-6) -Phonics, decoding, and comprehension (RF4.3-4) Writing -Informational Essay (W4.2) -Research (W4.7) -Evidence (W4.9)
3rd Grade ELA			
Reading -Ask and answer questions referring to the text (RL/RI 3.1) -Determine meaning of words and phrases (RL/RI 3.4) -Distinguish own point of view from author or character (RL/RI 3.6) -Use illustrations to demonstrate understanding and clarify text. (RL/RI 3.7) -Recount fables, folktales, and myths to determine central lesson or morals; describe characters and their actions (RL 3.2-3) -Reference stories and poems using structural verbiage (RL 3.5) -Compare and contrast themes, settings and plots in stories written by the same author (series) (RL 3.9) -determine main idea and key details (RI 3.2)	Reading -Ask and answer question referring to the text (RL/RI 3.1) -Determine meaning of words and phrases (RL/RI 3.4) -Distinguish own point of view from author or character (RL/RI 3.6) -Use illustrations to demonstrate understanding and clarify text. (RL/RI 3.7) -Recount fables, folktales, and myths to determine central lesson or morals; describe characters and their actions (RL 3.2-3) -Reference stories and poems using structural verbiage (RL 3.5) -Compare and contrast themes, settings and plots in stories written by the same author (series) (RL 3.9) -determine main idea and key details (RI 3.2)	Reading -Ask and answer question referring to the text (RL/RI 3.1) -Determine meaning of words and phrases (RL/RI 3.4) -Distinguish own point of view from author or character (RL/RI 3.6) -Use illustrations to demonstrate understanding and clarify text. (RL/RI 3.7) -Recount fables, folktales, and myths to determine central lesson or morals; describe characters and their actions (RL 3.2-3) -Reference stories and poems using structural verbiage (RL 3.5) -Compare and contrast themes, settings and plots in stories written by the same author (series) (RL 3.9) -determine main idea and key details (RI 3.2) -Describe connections within	Reading -Ask and answer question referring to the text (RL/RI 3.1) -Determine meaning of words and phrases (RL/RI 3.4) -Distinguish own point of view from author or character (RL/RI 3.6) -Use illustrations to demonstrate understanding and clarify text. (RL/RI 3.7) -Recount fables, folktales, and myths to determine central lesson or morals; describe characters and their actions (RL 3.2-3) -Reference stories and poems using structural verbiage (RL 3.5) -Compare and contrast themes, settings and plots in stories written by the same author (series) (RL 3.9) -determine main idea and key details (RI 3.2)

-Describe connections within informational texts with addition of sequencing and cause and effect (RI 3.3) -Use text features and search tools 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) Foundational Skills -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L3.1-6) -Phonics, decoding, and comprehension (RF3.3-4) Writing Narrative (W3.3a-d) -writing for stamina -less support from adults more support with peers	-Describe connections within informational texts with addition of sequencing and cause and effect (RI 3.3) -Use text features and search tools 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) Foundational Skills -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L3.1-6) -Phonics, decoding, and comprehension (RF3.3-4) Writing Informative (W3.2a-d) -writing for stamina -less support from adults more support with peers	informational texts with addition of sequencing and cause and effect (RI 3.3) -Use text features and search tools 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) Foundational Skills -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L3.1-6) -Phonics, decoding, and comprehension (RF3.3-4) Writing Opinion (W3.1a-d) -writing for stamina -less support from adults more support with peers	-Describe connections within informational texts with addition of sequencing and cause and effect (RI 3.3) -Use text features and search tools 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) Foundational Skills -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L3.1-6) -Phonics, decoding, and comprehension (RF3.3-4) Writing Short Research (W3.7) -writing for stamina -less support from adults more support with peers
Quarter 1	Quarter 2	Quarter 3	Quarter 4
2nd Grade ELA			
Reading -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	Reading -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	Reading -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	Reading -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 accounts of the same topic (RL/RI 2.9) -Recount fables and folktales to determine central lesson or moral; describe how characters respond in major events (RL 2.2-3) -Points of view of character (RL 2.6) -Identify main topic of paragraphs (RI 2.2) -Describe connections within informational texts (RI 2.3) -Identify main purpose of text and supporting (RI 2.6,8) Foundational Skills -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L2.1-6) -Phonics, decoding, and comprehension (RF2.3-4) Writing Narrative (W2.3,5,6,8) -integrate into lessons throughout the Quarter -start writing for stamina -less support from adults	of story (RL/RI 2.5) -Use illustrations to demonstrate understanding and clarify text. (RL/RI 2.7) -Compare and contrast different accounts of the same topic (RL/RI 2.8) -Recount fables and folktales to determine central lesson or moral; describe how characters respond in major events (RL 2.2-3) -Points of view of character (RL 2.6) -Identify main topic of paragraphs (RI 2.2) -Describe connections within informational texts (RI 2.3) -Identify main purpose of text and supporting (RI 2.6, 8) Foundational Skills -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L2.1-6) -Phonics, decoding, and comprehension (RF2.3-4) Writing Informative (W2.2,5,6,8) -integrate into lessons throughout the Quarter -start writing for stamina -less support from adults	of story (RL/RI 2.5) -Use illustrations to demonstrate understanding and clarify text. (RL/RI 2.7) -Compare and contrast different accounts of the same topic (RL/RI 2.8) -Recount fables and folktales to determine central lesson or moral; describe how characters respond in major events (RL 2.2-3) -Points of view of character (RL 2.6) -Identify main topic of paragraphs (RI 2.2) -Describe connections within informational texts (RI 2.3) -Identify main purpose of text and supporting (RI 2.6, 8) Foundational Skills -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L2.1-6) -Phonics, decoding, and comprehension (RF2.3-4) Writing Opinion (W2.1,5,6,8) -integrate into lessons throughout the Quarter -start writing for stamina -less support from adults	of story (RL/RI 2.5) -Use illustrations to demonstrate understanding and clarify text. (RL/RI 2.7) -Compare and contrast different accounts of the same topic (RL/RI 2.8) -Recount fables and folktales to determine central lesson or moral; describe how characters respond in major events (RL 2.2-3) -Points of view of character (RL 2.6) -Identify main topic of paragraphs (RI 2.2) -Describe connections within informational texts (RI 2.3) -Identify main purpose of text and supporting (RI 2.6, 8) Foundational Skills -Grammar, word usage, word meanings, and knowledge of language in conventions of writing, speaking, listening, and reading (L2.1-6) -Phonics, decoding, and comprehension (RF2.3-4) Writing Project Writing(Topic) (W2.7,5,6,8) -integrate into lessons throughout the Quarter -start writing for stamina -less support from adults
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1st Grade ELA			
Reading -Characters, setting, plot, retell, compare and contrast (RL 1.1-10) -Main idea and key details, ask and answer questions, texts structures and features, author's purpose, and prediction. (RI 1.1-10) Foundational Skills -Grammar, word usage, conventions of writing, word meanings (L1.1,2,4,5,6) -Phonemes, phonics, organization of print,word analysis, and comprehension (RF1.1-4) Writing -Narrative (W1.3,5,6,8) -integrate into lessons throughout the Quarter	Reading -Characters, setting, plot, retell, compare and contrast (RL 1.1-10) -Main idea and key details, ask and answer questions, texts structures and features, author's purpose, and prediction. (RI 1.1-10) Foundational Skills -Grammar, word usage, conventions of writing, word meanings (L1.1,2,4,5,6) -Phonemes, phonics, organization of print,word analysis, and comprehension (RF1.1-4) Writing -How to (W1.7,5,6,8) -integrate into lessons throughout the Quarter	Reading -Characters, setting, plot, retell, compare and contrast (RL 1.1-10) -Main idea and key details, ask and answer questions, texts structures and features, author's purpose, and prediction. (RI 1.1-10) Foundational Skills -Grammar, word usage, conventions of writing, word meanings (L1.1,2,4,5,6) -Phonemes, phonics, organization of print,word analysis, and comprehension (RF1.1-4) Writing -Informative (W1.2,5,6,8) -integrate into lessons throughout the Quarter -	Reading -Characters, setting, plot, retell, compare and contrast (RL 1.1-10) -Main idea and key details, ask and answer questions, texts structures and features, author's purpose, and prediction. (RI 1.1-10) Foundational Skills -Grammar, word usage, conventions of writing, word meanings (L1.1,2,4,5,6) -Phonemes, phonics, organization of print,word analysis, and comprehension (RF1.1-4) Writing -Opinion (W1.1,5,6,8) -integrate into lessons throughout the Quarter
Kindergarten ELA			
Reading -Identify characters, setting, plot, authors, and types of texts. (RL 1.1-10) -Main ideas and key details, ask and answer questions, book structure, relationship between authors and illustrators. (RI 1.1-10)	Reading -Identify characters, setting, plot, authors, and types of texts. (RL 1.1-10) -Main ideas and key details, ask and answer questions, book structure, relationship between authors and	Reading -Identify characters, setting, plot, authors, and types of texts. (RL 1.1-10) -Main ideas and key details, ask and answer questions, book structure, relationship between authors and	Reading -Identify characters, setting, plot, authors, and types of texts. (RL 1.1-10) -Main ideas and key details, ask and answer questions, book structure, relationship between authors and

Foundational Skills -Grammar, word usage, conventions of writing, word recognition. (L1.1,2,4,5,6) -Phonemes, phonics, organization of print, decoding, and purpose of reading. (RF1.1-4) Writing Narrative (WK.3,5,6,8) -integrate into lessons throughout the Quarter with a focus on drawing for interpretation	illustrators. (RI 1.1-10) - Foundational Skills - -Grammar, word usage, conventions of writing, word recognition. (L1.1,2,4,5,6) - -Phonemes, phonics, organization of print, decoding, and purpose of reading. (RF1.1-4) - Writing - Informative (WK.2,5,6,8) - -integrate into lessons throughout the Quarter with a focus on drawing for interpretation	illustrators. (RI 1.1-10) - Foundational Skills - -Grammar, word usage, conventions of writing, word recognition. (L1.1,2,4,5,6) - -Phonemes, phonics, organization of print, decoding, and purpose of reading. (RF1.1-4) - Writing - Opinion (WK.1,5,6,8) - -integrate into lessons throughout the Quarter with a focus on drawing for interpretation	illustrators. (RI 1.1-10) - Foundational Skills - -Grammar, word usage, conventions of writing, word recognition. (L1.1,2,4,5,6) - -Phonemes, phonics, organization of print, decoding, and purpose of reading. (RF1.1-4) - Writing - Author study (WK.7,5,6,8) - -integrate into lessons throughout the Quarter with a focus on drawing for interpretation
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