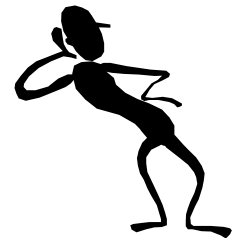
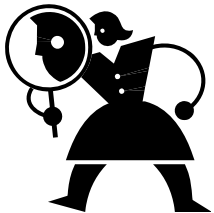


**Waterford Public Schools**

# **English / Language Arts Curriculum Revised 2014**



Adopted by the Board of Education February 27, 2014

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## **Language Arts Curriculum Revision Committee**

|                                                                                                                                 |                                                    |                                                                                                                                                                |                                                       |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
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**WATERFORD PUBLIC SCHOOLS**  
**LANGUAGE ARTS PHILOSOPHY**

A literate classroom environment is one that stimulates and supports meaningful language use. It is an environment in which there is a wide and rich variety of printed materials. It is built around the philosophy that language should not be separated into component parts, but is best learned through use in authentic situations that have meaning for the learner. In this environment, there is an integrated approach to teaching and learning language arts based on the principle that listening, speaking, viewing, reading, and writing are interrelated functions of communication that are developed concurrently, rather than as distinct hierarchical skills. Curriculum and instruction in this environment reflect the knowledge that we learn language through meaningful context and experiences, rather than through the practice of isolated skills.



## ***LANGUAGE ARTS CURRICULUM***

### ***Kindergarten Curriculum Overview***

#### **Reading**

- **Foundational Skills:** Students will develop critical knowledge in print concepts, phonological awareness, and phonetic skills as they progress to proficient readers who read increasingly complex texts.
- **Fluency:** Students will adjust their reading rate to match increasingly complex text and purpose for reading, while using expression, phrasing, and intonation to enhance meaning.
- **Comprehension:** Students will apply a wide range of strategies in order to comprehend and appreciate a variety of increasingly complex texts.
- **Vocabulary/Word Analysis:** Students will use prior knowledge and context clues to predict, clarify, and/or expand word meaning and concepts.

#### **Writing**

- **Text Types:** Students will write opinion, informational, and experience (narrative) pieces.
- **Writing Conventions:** Students will apply knowledge of language and the conventions of Standard English grammar, spelling, mechanics and structure when writing.
- **Writing Process:** Students will plan, draft, revise, edit, publish and reflect upon written work.
- **Writing Products:** Students will use the writing process to write routinely and communicate ideas effectively.

**Research and Study Skills:** Students will conduct short research projects after generating ideas and questions, to build knowledge, participate in discussions, and to produce and publish writing.

**Speaking/Listening:** Students will attentively listen, question, build on the ideas of others, and show appropriate consideration of audience, purpose, and information to be conveyed.

**Collaboration and Inquiry:** Students will collaborate to gain knowledge and strengthen their understanding.

# ***LANGUAGE ARTS CURRICULUM***

## ***Kindergarten Common Core State Standards***

### **Reading: Literature**

#### *Key Ideas and Details*

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

#### *Craft and Structure*

- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

#### *Integration of Knowledge and Ideas*

- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.8 (Not applicable to literature)
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

#### *Range of Reading and Level of Text Complexity*

- RL.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading: Informational Texts**

#### *Key Ideas and Details*

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### *Craft and Structure*

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

## ***LANGUAGE ARTS CURRICULUM***

### ***Kindergarten Common Core State Standards***

#### *Integration of Knowledge and Ideas*

- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### *Range of Reading and Level of Text Complexity*

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

### **Reading: Foundational Skills**

#### *Print Concepts*

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.1a Follow words from left to right, top to bottom, and page by page.
- RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1c Understand that words are separated by spaces in print.
- RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

#### *Phonological Awareness*

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)..
- RF.K.2a Recognize and produce rhyming words.
- RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).
- RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### *Phonics and Word Recognition*

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

## ***LANGUAGE ARTS CURRICULUM***

### ***Kindergarten Common Core State Standards***

- RF.K.3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### ***Fluency***

- RF.K.4 Read emergent-reader texts with purpose and understanding.

#### **Writing**

##### ***Text Types and Purposes***

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

##### ***Production and Distribution of Writing***

- W.K.4 (begins in grade 3).
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

##### ***Research to Build Present Knowledge***

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.K.9 (Begins in grade 4).

##### ***Range of Writing***

- W.K.10 (Begins in grade 3).

# ***LANGUAGE ARTS CURRICULUM***

## ***Kindergarten Common Core State Standards***

### **Speaking and Listening**

#### *Comprehension and Collaboration*

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1b Continue a conversation through multiple exchanges.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### **Language**

#### *Conventions of Standard English*

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a Print many upper- and lowercase letters.
- L.K.1b Use frequently occurring nouns and verbs.
- L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs, wish, wishes*).
- L.K.1d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- L.K.1f Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a Capitalize the first word in a sentence and the pronoun.
- L.K.2b Recognize and name end punctuation.
- L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### *Knowledge of Language*

- L.K.3 (Begins in grade 2).

## ***LANGUAGE ARTS CURRICULUM***

### ***Kindergarten Common Core State Standards***

#### ***Vocabulary Acquisition and Use***

- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- L.K.4b Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

# LANGUAGE ARTS CURRICULUM

## Kindergarten Foundational Reading Standards

*Why is phonological awareness important?*  
*What are the print concepts and phonetic skills I need to know to read and write words successfully?*  
*How can I read with accuracy and fluency?*

\*\*Standards included on kindergarten report card

| Grade Level Expectations                                                                                                                           | Instructional Strategies                                                                                                                                                                                                                                                                   | Evidence of Learning                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Print Concepts                                                                                                                                     |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| Demonstrate understanding of the organization and basic features of print.                                                                         | <ul style="list-style-type: none"><li>• <a href="#">Instructional Read-Alouds</a> with Big-Books</li><li>• <a href="#">Foundations – Word Work</a></li><li>• <a href="#">Shared/ Interactive</a> Reading</li><li>• Learning/Literacy Centers</li></ul>                                     | <ul style="list-style-type: none"><li>• <i>Foundations’ Unit Assessments</i></li><li>• Observations</li><li>• Checklists</li><li>• <a href="#">DRA</a></li></ul> |
| Recognize that spoken words are represented in written language by specific sequences of letters.                                                  |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| **Recognize words are made of individual letters, words are separated by spaces in print, and sentences are made of separate words.                |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| **Follow words from left to right, top to bottom, and page by page, matching oral word to printed word, (e.g., <i>pointing to a word as one</i> ). |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| **Identify parts of books, (e.g., <i>front &amp; back cover, pages, title</i> ).                                                                   |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| Phonological Awareness                                                                                                                             |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                                                       | <ul style="list-style-type: none"><li>• Daily <a href="#">Phonemic Awareness</a> Activities</li><li>• <a href="#">Oral Word Work</a></li><li>• <a href="#">Instructional Read Alouds</a>, Poems, Songs, and Nursery Rhymes</li><li>• <a href="#">Shared/ Interactive</a> Reading</li></ul> | <ul style="list-style-type: none"><li>• Observations</li></ul>                                                                                                   |
| **Recognize and produce rhyming words.                                                                                                             |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| Blend and segment <a href="#">onsets</a> and <a href="#">rimes</a> of single-syllable spoken words, (e.g., /d/ /o/g/ = <i>dog</i> ).               |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| **Isolate and pronounce initial, medial vowel and final sounds (phonemes) of CVC (consonant-vowel-consonant) words.                                |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| Identify spoken words with similar initial and ending sounds.                                                                                      |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| Add or substitute initial <a href="#">phoneme</a> sounds in simple, one-syllable words to make new words.                                          |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |
| Count, pronounce, blend and segment syllables in spoken words.                                                                                     |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                  |

# LANGUAGE ARTS CURRICULUM

## Kindergarten Foundational Reading Standards

| Grade Level Expectations                                                                                                                                                                                                                                      | Instructional Strategies                                                                                                                                                                                                                                                                                                         | Evidence of Learning                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phonics and Word Recognition                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Know and apply grade-level phonics and word analysis skills in decoding words.                                                                                                                                                                                | <ul style="list-style-type: none"><li>• <a href="#">Foundations - Word Work</a></li><li>• <a href="#">Shared/ Interactive Reading</a></li></ul>                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Literacy Center Work Samples</li><li>• Observations</li><li>• <i>Foundations</i> Assessments</li><li>• <a href="#">Letter/Sound Identification Test</a></li></ul> |
| **Recognize and name all upper- and lowercase letters of the alphabet                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| **Demonstrate letter-sound correspondences for all single consonants.                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Associate the long and short sounds with common spellings (graphemes) for the five major vowels.                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Recognize common diagraphs: <i>sh, ch, th</i>                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Recognize common endings: <i>ing, s</i>                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| **Decode three letter consonant-short vowel-consonant words (CVC)                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Distinguish between similarly spelled words by identifying the sounds of the letters that differ.                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Read common high-frequency words by sight (See list of 30 words)                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Read 8 basic color words                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Fluency                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Read emergent-reader and decodable texts with purpose and understanding to practice and gain fluency.                                                                                                                                                         | <ul style="list-style-type: none"><li>• <a href="#">Instructional Read Alouds</a></li><li>• <a href="#">Choral Reading</a></li><li>• <a href="#">Echo Reading</a></li><li>• <a href="#">Shared/ Interactive Reading and Writing</a></li><li>• <a href="#">Buddy Reading</a></li><li>• <a href="#">Reader’s Theater</a></li></ul> | <ul style="list-style-type: none"><li>• <a href="#">Running Records</a></li><li>• <a href="#">Kindergarten Sight Word List</a></li><li>• Observations</li><li>• <a href="#">DRA</a></li></ul>             |
| Utilize a <a href="#">cueing system</a> to determine meaning of unknown words while reading emergent-reader and decodable texts, e.g., <i>meaning</i> (Does it make sense?), <i>structure</i> (Does it sound right?) and <i>visual</i> (Does it look right?). |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Read or sing along with correct expression and pace in books, rhymes and songs.                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |
| Read aloud, attending to punctuation: pause at periods, use <a href="#">inflection</a> with question marks, use excitement with exclamation marks                                                                                                             |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                           |



# LANGUAGE ARTS CURRICULUM

## Kindergarten Reading Standards

*Why do we read?*  
*What reading strategies do good readers use to read and understand text?*  
*What can we learn from print?*

| Grade Level Expectations                                                                                                                                                                                                                                       | Instructional Strategies                                                                                                                                                                                                                                                                                          | Evidence of Learning                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Ideas and Details                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| With prompting and support, activate prior knowledge before reading, e.g., <a href="#">Direct Reading-Thinking Activity</a> , <a href="#">KWL Chart</a> , <a href="#">Anticipation Guide</a> , <a href="#">Response Notebooks</a> . <b>RL.K.1 &amp; RI.K.1</b> | <ul style="list-style-type: none"><li>• <a href="#">Instructional Read Alouds</a></li><li>• <a href="#">Buddy Reading</a></li><li>• <a href="#">Shared/ Interactive Reading</a></li><li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li><li>• <a href="#">Reader’s Workshop Model</a></li></ul> | <ul style="list-style-type: none"><li>• <a href="#">Graphic Organizers</a></li><li>• <a href="#">Retelling</a> Activities</li><li>• Literacy Centers</li><li>• Work Samples</li><li>• <a href="#">DRA</a></li><li>• Reader’s Response Notebook</li><li>• Classroom Discussions</li><li>• Reading Log</li></ul> |
| **Use pre-reading strategies, such as predicting, illustration previewing and questioning to set context for reading and to aid comprehension. <b>RL.K.1 &amp; RI.K.1</b>                                                                                      |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| **With prompting and support, identify key details, (characters, setting, and major events) to ask and answer questions. <b>RL.K.1, RL.K.2 &amp; RL.K.3</b>                                                                                                    |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| **With prompting and support, retell familiar fictional stories, including key details, using proper sequence. <b>RL.K.2 &amp; RL.K.3</b>                                                                                                                      |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| **With prompting and support, use text and graphic features as sources to identify the key details of a nonfiction text. <b>RI.K.1 &amp; RI.K.5</b>                                                                                                            |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| **With prompting and support, connect the key details of a nonfiction text to determine the main topic. <b>RI.K.2</b>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| **With prompting and support, retell the text using the main topic and key details. <b>RI.K.2</b>                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction text. <b>RI.K.3</b>                                                                                                       |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| Craft and Structure                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |
| With prompting and support, discuss characteristics of different genres of literary text, (e.g., <i>poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction</i> ). <b>RL.K.5</b>                                                                | <ul style="list-style-type: none"><li>• <a href="#">Instructional Read Alouds</a></li><li>• <a href="#">Buddy Reading</a></li></ul>                                                                                                                                                                               | <ul style="list-style-type: none"><li>• <a href="#">Graphic Organizers</a></li><li>• <a href="#">Retelling</a> Activities</li></ul>                                                                                                                                                                            |

# LANGUAGE ARTS CURRICULUM

## Kindergarten Reading Standards

| Grade Level Expectations                                                                                                                                                                                                                                                     | Instructional Strategies                                                                                                                                                                                              | Evidence of Learning                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>**Identify common types and specific purposes of a text, (e.g., <i>fiction, non-fiction, storybooks, poetry, for enjoyment, for information</i>). <b>RL.K.5</b></b></p>                                                                                                | <ul style="list-style-type: none"><li>• <a href="#">Shared/ Interactive Reading</a></li><li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li><li>• <a href="#">Reader’s Workshop Model</a></li></ul> | <ul style="list-style-type: none"><li>• Literacy Centers</li><li>• Work Samples</li><li>• <a href="#">DRA</a></li><li>• Reader’s Response Notebook</li><li>• Classroom Discussions</li><li>• Reading Log</li></ul> |
| <p><b>**With prompting and support, identify features of a fictional and nonfiction text, (e.g., <i>illustrations, charts, captions, table of contents, etc.</i>). <b>RL.K.5 &amp; RI.K.5</b></b></p>                                                                        |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <p>With prompting and support, identify the role of (and use the terms) author and illustrator in a text. <b>RL.K.6 &amp; RI.K.6</b></p>                                                                                                                                     |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <b>Vocabulary Acquisition &amp; Use</b>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <p><b>**With prompting and support, use text illustrations, phonetic and sentence-level context to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. <b>RL.K.4, RI.K.4, L.K.4</b></b></p> | <ul style="list-style-type: none"><li>• <a href="#">Graphic Organizers</a> and Lists for Categorizing</li><li>• Literacy Centers</li><li>• <a href="#">Instructional Read Alouds</a></li></ul>                        | <ul style="list-style-type: none"><li>• Observations</li><li>• Work Samples</li></ul>                                                                                                                              |
| <p>Identify new meanings for familiar words and apply them accurately, (e.g., <i>knowing <b>duck</b> is a bird and learning the verb to <b>duck</b></i>). <b>L.K.4a</b></p>                                                                                                  |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <p>Use the most frequently occurring inflections and affixes, (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. <b>L.K.4b</b></p>                                                                                             |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <p>With guidance and support from adults, explore word relationships and nuances in word meanings. <b>L.K.5</b></p>                                                                                                                                                          |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <p>Sort common objects into categories, (e.g., <i>shapes, foods</i>) to gain a sense of the concepts the categories represent. <b>L.K.5a</b></p>                                                                                                                             |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <p>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). <b>L.K.5b</b></p>                                                                                                                                  |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <p>Identify real-life connections between words and their use, (e.g., <i>note places at school that are <b>colorful</b></i>). <b>L.K.5c</b></p>                                                                                                                              |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <p>Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. <b>L.K.5d</b></p>                                                                                                      |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |
| <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <b>L.K.6</b></p>                                                                                                                                                |                                                                                                                                                                                                                       |                                                                                                                                                                                                                    |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                        | Instructional Strategies                                                                                                                                           | Evidence of Learning                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                       |                                                                                                                                                                    |                                                                                                                                        |
| With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <b>RL.K.9</b>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• <a href="#">Reader's Workshop Model</a></li> </ul> | <ul style="list-style-type: none"> <li>• Reader's Response Notebook</li> <li>• Classroom Discussions</li> <li>• Reading Log</li> </ul> |
| With prompting and support, describe the relationship between illustrations and the text in which they appear, (e.g., <i><b>Fiction:</b> a moment in a story an illustration depicts; <b>Non-fiction:</b> a person, place, thing, or idea in the text an illustration depicts</i> ). <b>RL.K.7 &amp; RI.K.7</b> |                                                                                                                                                                    |                                                                                                                                        |
| With prompting and support, identify a specific point an author is making in a nonfiction text, citing specific details that support the point(s). <b>RI.K.8</b>                                                                                                                                                |                                                                                                                                                                    |                                                                                                                                        |
| With prompting and support, identify the reasons an author gives to support points in a nonfiction text. <b>RI.K.8</b>                                                                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                        |
| With prompting and support, identify basic similarities in and differences between two nonfiction texts on the same topic, (e.g., <i>in illustrations, descriptions, or procedures</i> ). <b>RI.K.9</b>                                                                                                         |                                                                                                                                                                    |                                                                                                                                        |

***LANGUAGE ARTS CURRICULUM***  
***Kindergarten Literary Experience***

*What makes good literature?*  
*How does reading help us to understand the world around us and ourselves?*

Range of Reading and Level of Text Complexity: With prompting and support, kindergarten students will actively engage in group reading activities with purpose and understanding, to build understanding of texts, themselves and their world, to acquire new information and for personal enjoyment. **RL.K.10 & RI.K.10**

Students will be exposed to a balance of literary and informational texts:

- Realistic and historical fiction
- Short story (adventure, mysteries, graphic novels)
- Visual texts (multimedia, posters, cartoons, charts, graphs, maps, history, technical)
- Functional text (recipe, directions, menus)
- Poetry (rhymes, limericks and free verse)
- Drama (staged drama and brief familiar scenes)
- Folktales, legends
- Digital sources on a range of topics
- Nonfiction (biographies, history, social studies, science)

# LANGUAGE ARTS CURRICULUM

## Kindergarten Writing Standards

*Why do we write?*  
*What does good writing look like?*  
*What strategies do we use to improve our writing?*  
*How can I print legibly?*

| Grade Level Expectations                                                                                                    | Instructional Strategies                                                                                                                                                                                                                                              | Evidence of Learning                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conventions of Standard English</b>                                                                                      |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| **Demonstrate command of the conventions of standard English <i>grammar and usage</i> when writing or speaking.             | <ul style="list-style-type: none"> <li>• <a href="#">Writer's Workshop</a></li> <li>• <a href="#">Shared/ Interactive</a> Writing</li> <li>• Morning Memo</li> <li>• Writing Grid from <i>Foundations</i></li> <li>• Teacher Modeling/Instruction Practice</li> </ul> | <ul style="list-style-type: none"> <li>• Literacy Centers</li> <li>• Work Samples</li> <li>• Journals</li> <li>• Observations</li> <li>• <a href="#">Kindergarten Sight Word List</a></li> <li>• <i>Foundations</i> Unit Tests</li> <li>• <a href="#">Sentence Dictation Task</a></li> </ul> |
| **Print the upper-and lowercase alphabet letters legibly, using proper letter formation, proper posture and pencil grip.    |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| Demonstrate the use of nouns as naming words when speaking or writing.                                                      |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| Demonstrate the use of verbs as action words when speaking and writing.                                                     |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| Form regular plural nouns orally by adding /s/ or /es/, (e.g., <i>dog, dogs; wish, wishes</i> ).                            |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| Identify and use question words (interrogatives), (e.g., <i>who, what, where, when, why, how</i> ).                         |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| Use the most frequently occurring prepositions, (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| **Produce and expand complete sentences in shared language activities.                                                      |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| **Demonstrate command of the conventions of standard English <i>capitalization, punctuation, and spelling</i> when writing. |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| **Print their first and last name with correct capitalization.                                                              |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| **Capitalize the first word in a sentence, first and last names, and the pronoun <i>I</i> .                                 |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |
| **Recognize and name ending punctuation, (e.g., <i>periods, question marks, exclamation marks</i> ).                        |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |

# LANGUAGE ARTS CURRICULUM

## Kindergarten Writing Standards

| Grade Level Expectations                                                                                                    | Instructional Strategies | Evidence of Learning |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Write the corresponding letter or letters for consonants and short-vowel sounds.                                            |                          |                      |
| Spell simple words phonetically, drawing on knowledge of sound-letter relationships, including beginning and ending sounds. |                          |                      |
| **Spell kindergarten high-frequency words correctly. (See list of 30 words.)                                                |                          |                      |

|                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What does good writing look like?</i></p> <p><i>How do we use writing to communicate our ideas and opinions?</i></p> <p><i>How does writing help us to become better readers?</i></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Grade Level Expectations                                                                                                                                                                                         | Instructional Strategies                                                                                                                                                                                                                                                                                             | Evidence of Learning                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing Process</b>                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |                                                                                                                              |
| <b>Plan:</b><br>With guidance and support from adults, use pictures to generate ideas for writing and demonstrate <u>voice</u> through the use of different colors, facial features and actions of “characters.” | <ul style="list-style-type: none"> <li>• <a href="#">Writer’s Workshop</a></li> <li>• <a href="#">Shared/ Interactive</a> writing</li> <li>• <a href="#">Journal Writing</a></li> <li>• Writing Centers</li> <li>• <a href="#">Mentor Texts</a></li> <li>• <a href="#">Graphic Organizers for Writing</a></li> </ul> | <ul style="list-style-type: none"> <li>• Observations</li> <li>• Writing Work Samples</li> <li>• Student Journals</li> </ul> |
| <b>Draft:</b><br>**With guidance and support from adults, use ideas generated in the planning stage to write for several minutes, composing a complete idea/sentence.                                            |                                                                                                                                                                                                                                                                                                                      |                                                                                                                              |
| <b>Revise:</b><br>**With guidance and support from adults, respond to questions and/or suggestions from peers and add details to pictures or letters in words to strengthen their writing as needed.             |                                                                                                                                                                                                                                                                                                                      |                                                                                                                              |
| <b>Edit:</b><br>With guidance and support from adults, edit writing for spelling and punctuation.<br><b>See Editing and Revising Appendix</b>                                                                    |                                                                                                                                                                                                                                                                                                                      |                                                                                                                              |

# LANGUAGE ARTS CURRICULUM

## Kindergarten Writing Standards

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Instructional Strategies                                                                                                                                                                                                                                                                         | Evidence of Learning                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <p><b>Reflect:</b><br/>With guidance and support from adults, discuss the strengths and weaknesses of a written piece, and ways to improve the writing.</p> <p><b>Writing Production:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults, write routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes and audiences.</li> <li>• With guidance and support from adults, explore a variety of digital tools to produce and publish a final written product, including in collaboration with peers, (e.g., <i>use technology to record and organize data/information</i>).</li> <li>• With guidance and support from adults, present final writing products in a variety of ways, (e.g., <i>author's chair, reader's theater, dramatic play, the arts</i>).</li> </ul> |                                                                                                                                                                                                                                                                                                  |                                                                      |
| <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                  |                                                                      |
| <b>Experience / Narrative</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                  |                                                                      |
| <p><b>With guidance and support from adults, students will develop real or imagined experiences or events using well-chosen details in a structured sequence of events that engages the reader.</b></p> <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</li> <li>• Include story elements such as setting, characters, and problem if applicable.</li> <li>• Dictate, draw, or write a developmentally appropriate response to text such as response logs and journals.</li> </ul>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• <a href="#">Writer's Workshop</a></li> <li>• <a href="#">Journal Writing</a></li> <li>• Writing Centers</li> <li>• <a href="#">Graphic Organizers for Writing</a></li> <li>• Predictable Charts</li> <li>• Literature Connections/Extensions</li> </ul> | <ul style="list-style-type: none"> <li>• Student Journals</li> </ul> |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Instructional Strategies | Evidence of Learning |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <p><b>With guidance and support from adults, students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> a single <b>event</b> or several loosely linked events</li> <li>• <b>Understand and utilize story structure</b>, (e.g., <i>beginning, middle, and end</i>).</li> <li>• <b>Express</b> through drawing, dictating, and/or legible writing an opening sentence that introduces the story</li> <li>• <b>Include</b> some <b>details</b> regarding what happens in the story</li> <li>• <b>Use elaborative/descriptive language</b>, (e.g., <i>multiple words for the same noun and/or verb</i>).</li> <li>• Write the <b>events in the order</b> in which they occurred</li> <li>• <b>Reflect on personal experiences</b> to contribute to personal reactions</li> </ul> |                          |                      |
| <b>Explanatory / Informative</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |                      |
| <p><b>With guidance and support from adults, write informative/explanatory texts to examine a topic and to convey ideas and information clearly and accurately.</b></p> <ul style="list-style-type: none"> <li>• Use a combination of drawing, dictating, and writing to name the topic of the written piece and supply information about the topic.</li> <li>• Include labels, captions and sentences to provide additional information about the topic.</li> </ul>                                                                                                                                                                                                                                                                                                                               |                          |                      |
| <p><b>With modeling and support, students will:</b></p> <ul style="list-style-type: none"> <li>• <b>State</b> the <b>topic</b> in a sentence</li> <li>• <b>Supply some facts</b> that explain the topic</li> <li>• Use <b>specific vocabulary</b> about the topic</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |                      |



**LANGUAGE ARTS CURRICULUM**  
**Kindergarten Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                       | Instructional Strategies | Evidence of Learning |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Opinion                                                                                                                                                                                                                                                                                                                                                        |                          |                      |
| <p>With guidance and support from adults, write about a topic and state an opinion</p> <ul style="list-style-type: none"><li>Use a combination of drawing, dictating, and writing to tell the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</li></ul> |                          |                      |
| <p>With modeling and support, students will:</p> <ul style="list-style-type: none"><li>Introduce the topic or book</li><li>Write a simple sentence that <b>states an opinion</b> about the topic or book they are writing about</li><li>Include <b>facts</b> that explain their opinion</li></ul>                                                              |                          |                      |
| Poetry                                                                                                                                                                                                                                                                                                                                                         |                          |                      |
| <p>With guidance and support from adults, write an ABC, name, or acrostic poem.</p>                                                                                                                                                                                                                                                                            |                          |                      |
| <p>With modeling and support, students will:</p> <ul style="list-style-type: none"><li>Observe the environment to get ideas for poems</li><li>Use <b>language</b> to describe how something looks, smells, tastes, feels and sounds.</li></ul>                                                                                                                 |                          |                      |

# LANGUAGE ARTS CURRICULUM

## Kindergarten Communication and Collaboration

*What is effective listening?*

*How do we share what we know with others?*

*How does reading, listening, writing, and speaking help us to understand the world around us?*

Students participate as knowledgeable, creative, and reflective members of a literacy community.

Students use spoken, written, and visual language to research and share ideas, questions, and problems on issues or topics.

| Grade Level Expectations                                                                                                                                                                                                                                            | Instructional Strategies                                                                                                                                                                                                                                                                                      | Evidence of Learning                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Communication and Collaboration</b>                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                               |                                                                                                         |
| Participate in shared research and writing projects, (e.g., <i>explore a number of books by a favorite author and express opinions about them</i> ).                                                                                                                | <ul style="list-style-type: none"> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• Morning Meeting</li> <li>• Listening/Literacy Centers</li> <li>• <a href="#">Instructional Read Alouds</a></li> <li>• Group Discussions</li> <li>• Cooperative Learning Activities</li> </ul> | <ul style="list-style-type: none"> <li>• Work Samples</li> <li>• Observations</li> <li>• DRA</li> </ul> |
| With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                                                                                                                        |                                                                                                                                                                                                                                                                                                               |                                                                                                         |
| In a shared research activity, students will collaborate to summarize an event, an experience, a topic or a text.                                                                                                                                                   |                                                                                                                                                                                                                                                                                                               |                                                                                                         |
| Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.                                                                                                       |                                                                                                                                                                                                                                                                                                               |                                                                                                         |
| <b>**Follow agreed-upon rules for discussions while continuing a conversation through multiple exchanges, (e.g., <i>listening to others and taking turns speaking about the topics and texts under discussion, appropriate voice level fitting of setting</i>).</b> |                                                                                                                                                                                                                                                                                                               |                                                                                                         |
| Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.                                                  |                                                                                                                                                                                                                                                                                                               |                                                                                                         |
| Ask and answer questions in order to seek help, get information, or clarify something that is not understood.                                                                                                                                                       |                                                                                                                                                                                                                                                                                                               |                                                                                                         |

***LANGUAGE ARTS CURRICULUM***  
***Kindergarten Communication and Collaboration***

| Grade Level Expectations                                                                                                           | Instructional Strategies | Evidence of Learning |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Listen for a specific purpose, including recalling events, summarizing details, and acquiring information to respond to questions. |                          |                      |
| Describe familiar people, places, things, and events and with prompting and support, provide additional detail.                    |                          |                      |
| Add drawings or other visual displays to descriptions as desired to provide additional detail.                                     |                          |                      |
| Recite short poems, rhymes and songs.                                                                                              |                          |                      |
| Speak audibly and express thoughts, feelings, and ideas clearly with an appropriate voice level fitting of setting.                |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Second Grade: Editing & Revising**

**\*\*Included on Kindergarten Report Card**

|                                                         | <b>K</b> | <b>1</b> | <b>2</b> |
|---------------------------------------------------------|----------|----------|----------|
| <b><u>Capitalization</u></b>                            |          |          |          |
| 1. **First word in sentence                             | X        | X        | X        |
| 2. **First and last names                               | X        | X        | X        |
| 3. **Pronoun 'I'                                        | X        | X        | X        |
| 4. Titles                                               |          |          | X        |
| 5. Dates, months,                                       |          | X        | X        |
| 6. Holidays                                             |          |          | X        |
| 7. Product Names                                        |          |          | X        |
| 8. Geographic Names                                     |          |          | X        |
| 9. Greeting/Closing of Friendly Letter                  |          |          | X        |
| <b><u>Punctuation</u></b>                               |          |          |          |
| 1. **Recognizes and names ending punctuation            | X        | X        |          |
| 2. Periods after abbreviations                          |          |          | X        |
| 3. Commas:                                              |          |          |          |
| a. dates                                                |          | X        | X        |
| b. single words in a series in a sentence               |          | X        | X        |
| c. letter greetings and closings                        |          |          | X        |
| 4. Quotation Marks: around speaker's exact words        |          |          | X        |
| 5. Apostrophes:                                         |          |          |          |
| a. contractions                                         |          | X        | X        |
| b. possessives                                          |          | X        | X        |
| <b><u>Usage</u></b>                                     |          |          |          |
| 1. Sentences                                            |          |          |          |
| a. Simple Sentences                                     | X        | X        | X        |
| b. Compound Sentences (using and/or/but)                |          | X        | X        |
| 2. Antonyms & Synonyms                                  | X        | X        | X        |
| 3. Nouns                                                |          |          |          |
| a. Collective nouns (e.g., <i>group, pack, litter</i> ) |          |          | X        |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Second Grade: Editing & Revising**

|                                                                    | <b>K</b> | <b>1</b> | <b>2</b> |
|--------------------------------------------------------------------|----------|----------|----------|
| 4. Pronouns                                                        |          |          |          |
| a. Reflexive Pronouns (e.g., <i>myself, yourself, himself</i> )    |          |          | X        |
| 5. Verb Tense                                                      |          |          |          |
| a. Regular: present, past, future(e.g., <i>walk/walked</i> )       |          | X        | X        |
| b. Irregular (e.g. <i>find/found</i> )                             |          |          | X        |
| 6. Adjectives                                                      |          |          |          |
| a. Recognize and use                                               |          |          | X        |
| 7. Conjunctions (e.g., <i>and, but, or, so, because</i> )          |          | X        | X        |
| 8. Special Problems in Usage                                       |          |          |          |
| a. a/an                                                            |          |          | X        |
| b. were/we're                                                      |          |          | X        |
| c. are/our                                                         |          |          | X        |
| d. blue/blew                                                       |          |          | X        |
| e. made/maid                                                       |          |          | X        |
| <b><u>Spelling</u></b>                                             |          |          |          |
| 1. Simple words phonetically                                       | X        | X        | X        |
| 2. Complex words phonetically                                      |          |          | X        |
| 3. **High frequency grade-level words                              | X        | X        | X        |
| 4. Spelling patterns (e.g., <i>-oy, -oi</i> )                      |          |          | X        |
| 5. Spelling patterns (e.g., <i>VCVe-game, VVCC-ouch, VVC-eat</i> ) |          |          | X        |
| 6. Blends and digraphs (e.g., <i>th, sh, wh, ch, br, ck, bl</i> )  |          |          | X        |
| 7. Compound Words                                                  |          | X        | X        |
| 8. Plurals                                                         |          |          |          |
| a. Add /s/ or /es/ to nouns while speaking                         | X        |          |          |
| b. Add /s/ or /es/ to nouns in writing                             |          | X        | X        |
| c. Irregular plural nouns (e.g., <i>feet, mice</i> )               |          |          | X        |
| 9. Endings                                                         |          |          |          |
| a. Add /ed/ or /ing/ endings                                       |          | X        | X        |
| b. Add endings /-er/ /-est/                                        |          |          | X        |

## ***LANGUAGE ARTS CURRICULUM***

### ***Kindergarten Resources***

#### **Text Resources:**

Phonemic Awareness: *Phonemic Awareness: The Skills They Need* by Michael Heggerty; *Listen and Learn Phonemic Awareness Activity Program* by Lakeshore

Phonics: *Foundations* by Wilson Publishers

Vocabulary: embedded in units of study

Reading Comprehension: embedded in units of study

Writing Conventions: *Kidwriting* published by McGraw-Hill/Wright Group; *Getting Ready to Write* with accompanying K-1 Activity Cards published by Empowering Writers; *Interactive Writing & Interactive Editing* by Swartz, Klein and Shook; *Mountain Language Centers* by Mountain Language; *Foundations* by Wilson Publishers

Writing Process: *Kidwriting* published by McGraw-Hill/Wright Group; *Getting Ready to Write* with accompanying K-1 Activity Cards published by Empowering Writers; *Interactive Writing & Interactive Editing* by Swartz, Klein and Shook

Handwriting: *Foundations* by Wilson Publishers

Speaking/Listening & Reading Reflections/Behaviors: embedded in units of study; leveled texts from elementary literacy libraries; classroom Big Books; *Listen & Learn Phonemic Awareness Activity Program* by Lakeshore

## **LANGUAGE ARTS CURRICULUM**

### **Kindergarten Resources**

#### **Mentor / Read Aloud Texts:**

*Ruby the Copycat*  
*Elmer*  
*Hunter's Best Friend*  
*The Icky Bug Alphabet Book*  
*Kindergarten Kids*  
*Knuffle Bunny*  
*Mike Mulligan and his Steam Shovel*  
*Katy and the Big Snow*  
*Corduroy*  
*The Cow That Went Oink*  
*The Hat*  
*Gingerbread Baby*  
*Gingerbread Friends*  
*Knuffle Bunny Too*  
*Caps for Sale*  
*Click, Clack, Moo: Cows That Type*  
*A House for Hermit Crab*  
*The Very Busy Spider*  
*The Very Hungry Caterpillar*  
*The Little Red Hen*  
*Stellaluna*  
*Scaredy Squirrel*  
*The Snowy Day*  
*Big Pumpkin*  
*The Lady with the Alligator Purse*  
*Itchy, Itchy Chicken Pox*  
*I Like Books*  
*There's a Nightmare in my Closet*

*Rosie's Walk*  
*Five Little Monkeys Jumping on the Bed*  
*Pumpkin Pumpkin*  
*Where the Wild Things Are*  
*Little Blue and Little Yellow*  
*This is the Turkey*  
*The Hungry Thing*  
*Are You My Mother?*  
*Apple Pie Tree*  
*Froggy Gets Dressed*  
*Pete's a Pizza*  
*Blueberries for Sal*  
*Stand Tall, Molly Lou Melon*  
*Ish*  
*I Like Myself*  
*Nobody Owns the Sky*  
*Duck on a Bike*  
*Fireflies*  
*Dot*  
*Parts*  
*Miss Bindergarten Gets Ready for Kindergarten*  
*The Kissing Hand*  
*If You Give a Mouse a Cookie*  
*The Real Story of the Three Little Pigs*  
*Franklin's Valentine*  
*The Look Book*  
*Wallace's List*  
*No, David!*

#### **Technology Resources:**

Waterford Public Library/Tumblebooks  
Reading A-Z website  
Teacher-created interactive Promethean flip charts

***LANGUAGE ARTS CURRICULUM***  
***Kindergarten High Frequency Word List***

|             |             |             |
|-------------|-------------|-------------|
| <b>I</b>    | <b>will</b> | <b>can</b>  |
| <b>see</b>  | <b>yes</b>  | <b>she</b>  |
| <b>the</b>  | <b>look</b> | <b>be</b>   |
| <b>like</b> | <b>at</b>   | <b>was</b>  |
| <b>me</b>   | <b>a</b>    | <b>went</b> |
| <b>no</b>   | <b>is</b>   | <b>have</b> |
| <b>in</b>   | <b>go</b>   | <b>are</b>  |
| <b>my</b>   | <b>and</b>  | <b>of</b>   |
| <b>to</b>   | <b>he</b>   | <b>said</b> |
| <b>we</b>   | <b>you</b>  | <b>it</b>   |



## ***LANGUAGE ARTS CURRICULUM***

### ***Kindergarten High Frequency Word List – Teacher Recording Sheet***

**Directions:** Circle all correct responses for the first marking period.  
Check all correct responses for the second marking period.  
Underline all correct responses for the third marking period.

**Student's Name:** \_\_\_\_\_ **Teacher/School:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Score:** \_\_\_\_/30

**Date:** \_\_\_\_\_ **Score:** \_\_\_\_/30

**Date:** \_\_\_\_\_ **Score:** \_\_\_\_/30

|      |      |     |      |
|------|------|-----|------|
| I    | to   | go  | was  |
| see  | we   | and | went |
| the  | will | he  | have |
| like | yes  | you | are  |
| me   | look | can | of   |
| no   | at   | she | said |
| in   | a    | be  |      |
| my   | is   | it  |      |

**LANGUAGE ARTS CURRICULUM**  
*Lexile Level Chart*

| <b>Text Complexity<br/>Grade Band in the<br/>Standards</b> | <b>Old Lexile Ranges</b> | <b>Lexile Ranges<br/>Aligned to CCR<br/>Expectations</b> |
|------------------------------------------------------------|--------------------------|----------------------------------------------------------|
| <b>K – 1</b>                                               | N/A                      | N/A                                                      |
| <b>2 – 3</b>                                               | 450 – 725                | 450 – 790                                                |
| <b>4 – 5</b>                                               | 645 – 845                | 770 – 980                                                |
| <b>6 – 8</b>                                               | 860 – 1010               | 955 – 1155                                               |
| <b>9 – 10</b>                                              | 960 – 1115               | 1080 – 1305                                              |
| <b>11 – CCR</b>                                            | 1070 – 1220              | 1215 – 1355                                              |

## ***LANGUAGE ARTS CURRICULUM***

### ***First Grade Curriculum Overview***

#### **Reading**

- **Foundational Skills:** Students will develop critical knowledge in print concepts, phonological awareness, and phonetic skills as they progress to proficient readers who read increasingly complex texts.
- **Fluency:** Students will adjust their reading rate to match increasingly complex text and purpose for reading, while using expression, phrasing, and intonation to enhance meaning.
- **Comprehension:** Students will apply a wide range of strategies in order to comprehend and appreciate a variety of increasingly complex texts.
- **Vocabulary/Word Analysis:** Students will use prior knowledge and context clues to predict, clarify, and/or expand word meaning and concepts.

#### **Writing**

- **Text Types:** Students will write opinion, informational, and experience (narrative) pieces.
- **Writing Conventions:** Students will apply knowledge of language and the conventions of Standard English grammar, spelling, mechanics and structure when writing.
- **Writing Process:** Students will plan, draft, revise, edit, publish and reflect upon written work.
- **Writing Products:** Students will use the writing process to write routinely and communicate ideas effectively.

**Research and Study Skills:** Students will conduct short research projects after generating ideas and questions, to build knowledge, participate in discussions, and to produce and publish writing.

**Speaking/Listening:** Students will attentively listen, question, build on the ideas of others, and show appropriate consideration of audience, purpose, and information to be conveyed.

**Collaboration and Inquiry:** Students will collaborate to gain knowledge and strengthen their understanding.

## ***LANGUAGE ARTS CURRICULUM***

### ***First Grade Common Core State Standards***

#### **Reading: Literature**

##### *Key Ideas and Details*

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.

##### *Craft and Structure*

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6 Identify who is telling the story at various points in a text.

##### *Integration of Knowledge and Ideas*

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.8 (Not applicable to literature).
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

##### *Range of Reading and Level of Text Complexity*

- RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

#### **Reading: Informational Text**

##### *Key Ideas and Details*

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

##### *Craft and Structure*

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

## ***LANGUAGE ARTS CURRICULUM***

### ***First Grade Common Core State Standards***

- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### *Integration of Knowledge and Ideas*

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.  
RI.1.8 Identify the reasons an author gives to support points in a text.  
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

#### *Range of Reading and Level of Text Complexity*

- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

### **Reading: Foundational Skills**

#### *Print Concepts*

- RF.1.1 Demonstrate understanding of the organization and basic features of print.  
RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### *Phonological Awareness*

- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.  
RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### *Phonics and Word Recognition*

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.  
RF.1.3b Decode regularly spelled one-syllable words.  
RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.  
RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.  
RF.1.3f Read words with inflectional endings.

**LANGUAGE ARTS CURRICULUM**  
***First Grade Common Core State Standards***

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

***Fluency***

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

***Text Types and Purposes***

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

***Production and Distribution of Writing***

W.1.4 (Begins in grade 3).

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

***Research to Build and Present Knowledge***

W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.9 (Begins in grade 4).

## ***LANGUAGE ARTS CURRICULUM***

### ***First Grade Common Core State Standards***

#### *Range of Writing*

W.1.10 (Begins in grade 3).

#### **Speaking and Listening**

##### *Comprehension and Collaboration*

- SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

##### *Presentation of Knowledge and Ideas*

- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

#### **Language**

##### *Conventions of Standard English*

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.1a Print all upper- and lowercase letters.
- L.1.1b Use common, proper, and possessive nouns.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L.1.1f Use frequently occurring adjectives.

## **LANGUAGE ARTS CURRICULUM**

### ***First Grade Common Core State Standards***

- L.1.1g Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- L.1.1h Use determiners (e.g., articles, demonstratives).
- L.1.1i Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
- L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.2a Capitalize dates and names of people.
- L.1.2b Use end punctuation for sentences.
- L.1.2c Use commas in dates and to separate single words in a series.
- L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

#### ***Knowledge of Language***

- L.1.3 (Begins in grade 2).

#### ***Vocabulary Acquisition and Use***

- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.1.5b Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.
- L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).



# LANGUAGE ARTS CURRICULUM

## First Grade Foundational Reading Skills

*Why is phonological awareness important?*  
*What are the print concepts and phonetic skills I need to know to read and write words successfully?*  
*How can I read with accuracy and fluency?*

| Grade Level Expectations                                                                                               | Instructional Strategies                                                                                                                                                                                                                                                                    | Evidence of Learning                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Print Concepts                                                                                                         |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Demonstrate understanding of the organization and basic features of print.                                             | <ul style="list-style-type: none"><li>• <a href="#">Instructional Read Alouds</a></li><li>• <a href="#">Shared/ Interactive</a> Reading</li><li>• <a href="#">Word Work</a> – <i>Foundations</i></li><li>• Learning/Literacy Centers</li><li>• <a href="#">Graphic Organizers</a></li></ul> | <ul style="list-style-type: none"><li>• Checklists</li><li>• Observations</li><li>• <i>Foundations’ Unit Assessments</i></li></ul> |
| Show evidence of one-to-one match while reading and writing.                                                           |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Recognize the distinguishing features of a sentence, including the first word, capitalization, and ending punctuation. |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Identify the parts of a book, including the author, illustrator, and table of contents.                                |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Phonological Awareness                                                                                                 |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes).                                           | <ul style="list-style-type: none"><li>• <a href="#">Oral Word Work</a></li><li>• <a href="#">Instructional Read Alouds</a></li><li>• <a href="#">Shared/ Interactive</a> Reading</li></ul>                                                                                                  | <ul style="list-style-type: none"><li>• Observations</li><li>• AIMSWeb Phonemic Segmentation Subtest</li></ul>                     |
| Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.                        |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.               |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).                     |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Segment, pronounce and blend syllables in spoken words.                                                                |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Distinguish long from short vowel sounds in spoken one syllable words, (e.g., <i>bit/bite</i> ).                       |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Phonics and Word Recognition                                                                                           |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |
| Know and apply grade-level phonics and word analysis skills in decoding words.                                         | <ul style="list-style-type: none"><li>• <a href="#">Word Work</a> – <i>Foundations</i></li><li>• <a href="#">Instructional Read-Alouds</a>: Big Books &amp; Poetry</li></ul>                                                                                                                | <ul style="list-style-type: none"><li>• Literacy Center Work Samples</li><li>• Observations</li></ul>                              |
| Associate the long and short sounds with common spelling (graphemes) for the five major vowels.                        |                                                                                                                                                                                                                                                                                             |                                                                                                                                    |

**LANGUAGE ARTS CURRICULUM**  
**First Grade Foundational Reading Skills**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Instructional Strategies                                                                                                                                                                                                    | Evidence of Learning                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Recognize and utilize the spelling-sound correspondences for common consonant digraphs and consonant blends.</p> <p>Associate and utilize the sounds for final –e and common vowel team conventions representing long vowel sounds, recognizing two letters can represent a vowel sound, (e.g., <i>ay, ee, ea, oa, oo</i>).</p> <p>Decode <a href="#">orthographically</a> regular one-syllable words, (e.g., <i>sit, take, need</i>) and nonsense words, (e.g., <i>vit, dake, jeed</i>).</p> <p>Recognize and identify base words.</p> <p>Identify inflectional endings, (e.g., <i>-s, -es, -es, ing</i>).</p> <p>Decode compound words, contractions, and words with common <a href="#">inflectional endings</a>, (e.g., <i>-s, -es, -ed, -ing</i>).</p> <p>Recognize and apply the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables, (e.g., <i>butterfly, muddy</i>).</p> <p>Recognize open and closed syllables.</p> <p>Recognize and read common high-frequency words by sight. (See list of 110 words)</p> |                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• <a href="#">Foundations’ Assessments</a></li> <li>• <a href="#">AIMSweb: Nonsense Words Subtest</a></li> </ul>                                            |
| <b>Fluency</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                             |                                                                                                                                                                                                    |
| <p>Read with sufficient accuracy and fluency, adjusting pace as needed, to support comprehension, (e.g., <i>rereading if necessary</i>).</p> <p>Monitor comprehension while reading and use <a href="#">cueing systems</a>, including: <b>meaning</b> (Does it make sense?), <b>structure</b> (Does it sound right?), <b>visual</b> (Does it look right?).</p> <p>Read grade-level text with purpose and understanding, using context to confirm or self-correct word recognition.</p> <p>Read grade-level text with accuracy, appropriate rate (40-90+ words correct per minute), and expression on successive readings, while attending to punctuation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• <a href="#">Instructional Read-Alouds</a></li> <li>• <a href="#">Choral Reading</a></li> <li>• <a href="#">Echo Reading</a></li> <li>• <a href="#">Reader’s Theater</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Running Records</a></li> <li>• <a href="#">First Grade Sight Words List</a></li> <li>• Observations</li> <li>• <a href="#">DRA</a></li> </ul> |

# LANGUAGE ARTS CURRICULUM

## First Grade Reading Standards

*Why do we read?*  
*What reading strategies do good readers use to read and understand text?*  
*What can we learn from print?*

| Grade Level Expectations                                                                                                                                                                                                           | Instructional Strategies                                                                                                                                                                                                                                                                                         | Evidence of Learning                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Ideas and Details                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |
| Activate prior knowledge before reading, e.g., <a href="#">Direct Reading-Thinking Activity</a> , <a href="#">KWL Chart</a> , <a href="#">Anticipation Guide</a> , <a href="#">Response Notebooks</a> . <b>RL.1.1 &amp; RI.1.1</b> | <ul style="list-style-type: none"><li>• <a href="#">Instructional Read Alouds</a></li><li>• <a href="#">Buddy Reading</a></li><li>• <a href="#">Shared/Interactive Reading</a></li><li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li><li>• <a href="#">Reader’s Workshop Model</a></li></ul> | <ul style="list-style-type: none"><li>• <a href="#">Graphic Organizers</a></li><li>• <a href="#">Retelling Activities</a></li><li>• Literacy Centers</li><li>• Work Samples</li><li>• <a href="#">DRA</a></li><li>• Reader’s Response Notebook</li><li>• Classroom Discussions</li><li>• Reading Log</li></ul> |
| Preview the text before reading and use text information to make a prediction and set a purpose for reading. <b>RL.1.1 &amp; RI.1.1</b>                                                                                            |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |
| Describe story elements of a fictional text, using key details (e.g., <i>characters, setting, events, problem, and solution</i> ) to ask and answer questions. <b>RL.1.1, RL.1.2 &amp; RL.1.3</b>                                  |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |
| Retell stories, including key details and story elements, using proper sequence. <b>RL.1.2 &amp; RL.1.3</b>                                                                                                                        |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |
| Use key details to determine the central message or lesson in a fictional text. <b>RL.1.2 &amp; RL.1.3</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |
| Use text structure and graphic features as sources to identify the key details of a nonfiction text. <b>RI.1.1 &amp; RI.1.5</b>                                                                                                    |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |
| Connect the key details of a nonfiction text to determine the main topic. <b>RI.1.2</b>                                                                                                                                            |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |
| Retell the text using the main topic and key details. <b>RI.1.2</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |
| Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction text. <b>RI.1.3</b>                                                                                                       |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |
| Craft and Structure                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |
| Explain the purposes of and major differences between fictional and nonfiction texts, drawing on a wide reading of a range of text types, (e.g., <i>fairy tales, poetry, informational</i> ). <b>RL.1.5 &amp; RI.1.5</b>           | <ul style="list-style-type: none"><li>• <a href="#">Instructional Read Alouds</a></li><li>• <a href="#">Shared/ Interactive Reading</a></li><li>• <a href="#">Buddy Reading</a></li><li>• <a href="#">Graphic Organizers</a></li></ul>                                                                           | <ul style="list-style-type: none"><li>• <a href="#">Graphic Organizers</a></li><li>• Class Discussion</li><li>• Literacy Centers</li><li>• Work Samples</li><li>• Observations</li></ul>                                                                                                                       |
| Use text and illustrations to identify words and phrases in fictional texts or poems that suggest feelings or appeal to the senses. <b>RL.1.4</b>                                                                                  |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                |

**LANGUAGE ARTS CURRICULUM**  
**First Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                | Instructional Strategies                                                                                                                                                     | Evidence of Learning                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Identify, state the purpose of, and use various text features, (e.g., <i>headings, table of contents, glossaries, electronic menus, icons</i> ) to locate key facts or information in a nonfiction text. <b>RI.1.5</b>                                                  | <ul style="list-style-type: none"><li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li><li>• <a href="#">Reader’s Workshop Model</a></li></ul>              | <ul style="list-style-type: none"><li>• <a href="#">DRA</a></li><li>• Reader’s Response Notebook</li><li>• Reading Log</li></ul> |
| Identify who is telling the story at various points in a fictional text or poem. <b>RI.1.6</b>                                                                                                                                                                          |                                                                                                                                                                              |                                                                                                                                  |
| Distinguish between information provided by pictures or other illustrations and information provided by the words in a nonfiction text. <b>RI.1.6</b>                                                                                                                   |                                                                                                                                                                              |                                                                                                                                  |
| Vocabulary Acquisition and Use                                                                                                                                                                                                                                          |                                                                                                                                                                              |                                                                                                                                  |
| Use phonetic, structural, and sentence-level context to determine the meaning of an unknown word or phrase, based on <i>grade 1 reading and content</i> . <b>RI.1.4, RI.1.4, L.1.4 &amp; L.1.4a</b>                                                                     | <ul style="list-style-type: none"><li>• <a href="#">Instructional Read-Alouds</a></li><li>• <a href="#">Word Work</a></li><li>• <a href="#">Graphic Organizers</a></li></ul> | <ul style="list-style-type: none"><li>• Work Samples</li><li>• Observations</li></ul>                                            |
| Use frequently occurring affixes, (e.g., <i>un-, pre-, -ful, -less</i> ) as a clue to the meaning of a word. <b>L.1.4b</b>                                                                                                                                              |                                                                                                                                                                              |                                                                                                                                  |
| Use frequently occurring root words, (e.g., <i>look</i> ) and their inflectional forms, (e.g., <i>looks, looked, looking</i> ). <b>L.1.4c</b>                                                                                                                           |                                                                                                                                                                              |                                                                                                                                  |
| With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <b>L.1.5</b>                                                                                                                                       |                                                                                                                                                                              |                                                                                                                                  |
| Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <b>L.1.5</b>                                                                                                         |                                                                                                                                                                              |                                                                                                                                  |
| Sort words into categories, (e.g., <i>colors, clothing</i> ) to gain a sense of the concepts the categories represent. <b>L.1.5a</b>                                                                                                                                    |                                                                                                                                                                              |                                                                                                                                  |
| Define words by category and by one or more key attributes, (e.g., <i>a <b>duck</b> is a bird that swims; a <b>tiger</b> is a large cat with stripes</i> ). <b>L.1.5b</b>                                                                                               |                                                                                                                                                                              |                                                                                                                                  |
| Identify real-life connections between words and their use, (e.g., <i>note places at home that are <b>cozy</b></i> ). <b>L.1.5c</b>                                                                                                                                     |                                                                                                                                                                              |                                                                                                                                  |
| Distinguish shades of meaning among verbs differing in manner, (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity, (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings. <b>L.1.5d</b> |                                                                                                                                                                              |                                                                                                                                  |

**LANGUAGE ARTS CURRICULUM**  
**First Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                        | Instructional Strategies                                                                                                                                                                                                                                                                                                                             | Evidence of Learning                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships, (e.g., <i>I named my hamster Nibblet <u>because</u> she likes to nibble lettuce.</i> ) <b>L.1.6</b> |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| Compare and contrast the adventures and experiences of characters in fictional stories. <b>RL.1.9</b>                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• <a href="#">Instructional Read Alouds</a></li> <li>• <a href="#">Shared/ Interactive Reading</a></li> <li>• <a href="#">Buddy Reading</a></li> <li>• Graphic Organizer</li> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• <a href="#">Reader's Workshop Model</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Retelling</a> Activities</li> <li>• Literacy Centers</li> <li>• Reading Journals</li> <li>• Work Samples</li> <li>• <a href="#">DRA's</a></li> <li>• Reader's Response Notebook</li> <li>• Classroom Discussions</li> <li>• Reading Log</li> </ul> |
| Use illustrations and details in a fictional text to describe its characters, setting, or events. <b>RL.1.7</b>                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| Use the illustrations and details in a nonfiction text to describe its key ideas. <b>RI.1.7</b>                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| Identify the reasons an author gives to support ideas included in a nonfiction text. <b>RI.1.8</b>                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |
| Identify basic similarities in and differences between two nonfiction texts on the same topic (e.g., in illustrations, descriptions, or procedures). <b>RI.1.9</b>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                       |

**LANGUAGE ARTS CURRICULUM**  
***First Grade Literary Experience***

*What makes good literature?  
How does reading help us to understand the world around us and ourselves?*

Range of Reading and Level of Text Complexity: With prompting and support, first grade students will read prose, poetry, literature and informational texts of appropriate complexity for grade 1, to build an understanding of texts, themselves and their world, to acquire new information and for personal enjoyment. **RL.1.10 & RI.1.10**

Students will be exposed to a balance of literary and informational texts:

- Realistic and historical fiction
- Short story (adventure, mysteries, graphic novels)
- Visual texts (multimedia, posters, cartoons, charts, graphs, maps, history, technical)
- Functional texts (recipe, directions, menus)
- Poetry (rhymes, limericks and free verse)
- Drama (stages drama and brief familiar scenes)
- Folktales, legends, fables
- Digital sources on a range of topics
- Nonfiction (biographies, history, social studies, science)

# LANGUAGE ARTS CURRICULUM

## First Grade Writing Standards

Why do we write?  
 What does good writing look like?  
 What strategies do we use to improve our writing?  
 How can I print legibly?

| Grade Level Expectations                                                                                                                                                                                                                  | Instructional Strategies                                                                                                                                                                                                                                                                                                                         | Evidence of Learning                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conventions of Standard English</b>                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Demonstrate command of the conventions of standard English <i>grammar and usage</i> when writing or speaking.                                                                                                                             | <ul style="list-style-type: none"> <li>• <a href="#">Writer's Workshop</a></li> <li>• Individualized spelling list taken from student's writing</li> <li>• Spelling lists taken from content area vocabulary</li> <li>• Morning Memo</li> <li>• Writing Grid from <i>Foundations</i></li> <li>• Teacher Modeling/Instruction Practice</li> </ul> | <ul style="list-style-type: none"> <li>• Spelling <a href="#">Assessments</a></li> <li>• Work Samples</li> <li>• Journals</li> <li>• Observations</li> <li>• Literacy Centers</li> <li>• <i>Foundations</i> Unit Tests</li> </ul> |
| Print all upper- and lowercase letters and words legibly, using proper spacing, letter size, and letter formation.                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Identify nouns in text presented in a variety of formats.                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Use common, proper, and possessive nouns.                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Use singular and plural nouns with matching verbs in basic sentences, (e.g., <i>He hops; We hop</i> ) <b>and</b> recognize and use possessives that add an apostrophe and -s to a singular noun, (e.g. <i>dog/dog's; woman/woman's</i> ). |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Read and spell <i>-ed</i> and <i>-ing</i> endings.                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Identify and use personal, possessive, and indefinite pronouns, (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).                                                                                                         |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Identify and use action verbs, (e.g., <i>danced, jumped</i> ).                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Use verbs to convey a sense of past, present, and future, (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).                                                                                          |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Identify and use frequently occurring adjectives.                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Identify and use frequently occurring contractions.                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Identify and use frequently occurring conjunctions, (e.g., <i>and, but, or, so, because</i> ).                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |
| Identify and use determiners, (e.g., <b>articles</b> - <i>a, an, the</i> ; <b>demonstratives</b> - <i>this, that, these, those</i> ).                                                                                                     |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |

**LANGUAGE ARTS CURRICULUM**  
**First Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                              | Instructional Strategies | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Identify and use frequently occurring prepositions, (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i> ).                                                                                                                           |                          |                      |
| Distinguish between declarative, interrogative, imperative, and exclamatory sentences.                                                                                                                                                |                          |                      |
| Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in responses to prompts.                                                                                            |                          |                      |
| Demonstrate command of the conventions of standard English <b><i>capitalization, punctuation, and spelling</i></b> when writing.                                                                                                      |                          |                      |
| Capitalize dates and names.                                                                                                                                                                                                           |                          |                      |
| Use end punctuation for sentences, commas in dates and to separate single words in sentences.                                                                                                                                         |                          |                      |
| Use conventional spelling for words with common spelling patterns, for frequently occurring irregular words and high-frequency first grade words, (e.g., <i>CVC</i> , <i>blends</i> , <i>digraphs</i> , <i>long vowel silent e</i> ). |                          |                      |
| Spell new words phonetically, drawing on phonemic awareness and spelling conventions.                                                                                                                                                 |                          |                      |
| Use capital letters for the first word in a sentence and proper nouns.                                                                                                                                                                |                          |                      |
| Use apostrophes in contractions.                                                                                                                                                                                                      |                          |                      |



# LANGUAGE ARTS CURRICULUM

## First Grade Writing Standards

*What does good writing look like?*  
*How do we use writing to communicate our ideas and opinions?*  
*How does writing help us to become better readers?*

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                          | Instructional Strategies                                                                                                                                                                     | Evidence of Learning                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Writing Process</u>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                              |                                                                                                                                                                                           |
| <b>Plan:</b><br>Set a purpose for writing and brainstorm ideas to include in an appropriate written or visual piece.                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>• <a href="#">Mentor Texts</a></li><li>• <a href="#">Shared/ Interactive</a> Writing</li><li>• <a href="#">Graphic Organizers</a></li></ul>            | <ul style="list-style-type: none"><li>• Published Writing Pieces</li><li>• Writing Journals</li><li>• Class Books</li><li>• Observations</li><li>• Student/Teacher Conferencing</li></ul> |
| <b>Draft:</b><br>Using ideas generated in the planning stage, write a meaningful message that includes two or more appropriately detailed, sequenced events, using temporal words to signal event order, and providing a sense of closure.<br>Students will work to expand their writing to eventually draft paragraphs: <ul style="list-style-type: none"><li>• sentence drafting (September – December)</li><li>• paragraph drafting (January – June)</li></ul> | <ul style="list-style-type: none"><li>• <a href="#">Graphic Organizers</a></li></ul>                                                                                                         |                                                                                                                                                                                           |
| <b>Revise:</b><br>With guidance and support from adults and peers, respond to questions and suggestions by developing and strengthening writing by focusing on a topic, increasing elaboration by adding details, and providing a sense of closure.                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>• <a href="#">Mini Lessons</a></li><li>• Teacher Modeling</li><li>• Student/Teacher Conferencing</li><li>• <a href="#">Writing Checklist</a></li></ul> |                                                                                                                                                                                           |
| <b>Edit:</b> With guidance and support from adults, edit writing for capitalization, punctuation, spelling and grammar.<br><b>See Editing and Revising Appendix</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              |                                                                                                                                                                                           |
| <b>Reflect:</b> With guidance and support from adults, discuss the strengths and weaknesses of a written piece, with a specific focus in mind, (e.g., elaboration, word choice) and ways to improve the writing.                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Student/Teacher Conferencing</li></ul>                                                                                                               |                                                                                                                                                                                           |

**LANGUAGE ARTS CURRICULUM**  
**First Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Instructional Strategies                                                                                                                                                                                       | Evidence of Learning                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Writing Production</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                |                                                                                             |
| <ul style="list-style-type: none"> <li>With guidance and support from adults, write routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes and audiences.</li> <li>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers, (e.g., <i>use technology to record/organize data or information</i>).</li> <li>With guidance and support from adults, publish and present final writing products in a variety of ways, (e.g., <i>Author's Chair, reading aloud to parents, a writing portfolio, etc</i>).</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Author's Chair</a></li> <li>Read Aloud to Parents/Peers</li> <li>Student/Teacher Conferencing</li> </ul>                                                    |                                                                                             |
| <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                |                                                                                             |
| <b>Experience / Narrative</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                |                                                                                             |
| <p><b>Students will develop and write about real or imagined experiences or events using well-chosen details in a structured sequence of events that engages the reader.</b></p> <ul style="list-style-type: none"> <li>Write a narrative piece that includes a beginning, setting, three or more detailed, sequenced events, uses temporal words to signal the order of events, (e.g., <i>then, next, after</i>), action verbs, and provides some sense of closure.</li> <li>Write a personal narrative in the first person that incorporates experiences from the student's life and includes an engaging beginning, elaboration, a sense of closure and demonstrates the voice of the writer.</li> </ul>   | <ul style="list-style-type: none"> <li>Journal Writing</li> <li>Writer's Workshop</li> <li>Writer's Notebook</li> <li>Graphic Organizers</li> <li>Online Publishing to School/Teacher Website (*TL)</li> </ul> | <ul style="list-style-type: none"> <li>Writing Work Sample</li> <li>Observations</li> </ul> |

**LANGUAGE ARTS CURRICULUM**  
**First Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Instructional Strategies | Evidence of Learning |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> elements of a narrative</li> <li>• Identify two or more <b>events, characters, and settings</b></li> <li>• Draft an <b>opening sentence</b> that introduces the narrative</li> <li>• Write about a series of events in a <b>logical sequence</b>, using temporal words to signal the order of events</li> <li>• <b>Include</b> some <b>details</b> about what happened in the narrative</li> <li>• Produce <b>complete sentences</b></li> <li>• <b>Use verbs</b> to convey a sense of past, present, and future</li> <li>• <b>Use</b> frequently occurring <b>adjectives</b></li> <li>• Write a <b>concluding statement</b> that brings resolution to the story</li> </ul> |                          |                      |
| <b>Explanatory / Informative</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                          |                      |
| <p><b>Students will write expository pieces that provide information:</b></p> <ul style="list-style-type: none"> <li>• Write an informative/explanatory essay that names a topic, supplies some facts about the topic, and provides a sense of closure.</li> <li>• When explaining a process, students will include a clear sequence, explicit details and strong verbs.</li> <li>• Write personal correspondence, (e.g., <i>e-mail, thank you note, friendly letter</i>).</li> </ul>                                                                                                                                                                                                                                                                            |                          |                      |
| <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>State</b> the topic with a simple introductory sentence</li> <li>• <b>Gather facts</b> from print, online, and multimedia resources</li> <li>• <b>Write</b> several <b>factual sentences</b> that explain the topic</li> <li>• <b>Use specific vocabulary</b> to inform the reader about the topic</li> <li>• Write a <b>concluding sentence</b> about the topic</li> </ul>                                                                                                                                                                                                                                                                                                             |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**First Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                            | Instructional Strategies | Evidence of Learning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Opinion                                                                                                                                                                                                                                                                                                                                             |                          |                      |
| Students will include ideas in their writing to support claims (or opinions) with relevant evidence. <ul style="list-style-type: none"><li>Write an opinion essay that introduces a topic or names a book the student is writing about, clearly states an opinion, supplies a reason for the opinion, and provides some sense of closure.</li></ul> |                          |                      |
| Students will: <ul style="list-style-type: none"><li>Introduce the topic or book</li><li>Write a simple sentence that states an opinion about the topic or book they are writing about</li><li>Include relevant facts and a reason that explains their opinion</li><li>Provide a conclusion that connects to the topic and opinion</li></ul>        |                          |                      |
| Poetry                                                                                                                                                                                                                                                                                                                                              |                          |                      |
| With guidance and support, write an acrostic, shape or rhyming poem.                                                                                                                                                                                                                                                                                |                          |                      |
| With modeling and support, students will: <ul style="list-style-type: none"><li>Observe the world to get ideas for poems</li><li>Describe feelings, sensory images, ideas, or events</li><li>Use language to describe how something looks, smells, tastes, feels, and sounds</li></ul>                                                              |                          |                      |

# LANGUAGE ARTS CURRICULUM

## First Grade Communication and Collaboration

*What is effective listening?*

*How do we share what we know with others?*

*How does reading, listening, writing, and speaking help us to understand the world around us?*

Students participate as knowledgeable, creative, and reflective members of a literacy community.

Students use spoken, written, and visual language to research and share ideas, questions, and problems on issues or topics.

| Grade Level Expectations                                                                                                                                                                              | Instructional Strategies                                                                                                                                                                                                                                                                                           | Evidence of Learning                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and Collaboration</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |
| Participate in shared research and writing projects, (e.g., <i>explore a number of “how-to” books on a given topic and use them to write a sequence of instructions</i> ).                            | <ul style="list-style-type: none"> <li>Listening Center Activities</li> <li><a href="#">Instructional Read Alouds</a></li> <li><a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>Morning Meeting</li> <li>Group Discussions</li> <li><a href="#">Cooperative Learning Activities</a></li> </ul> | <ul style="list-style-type: none"> <li>Listening Response Journals</li> <li>Work Samples</li> <li><a href="#">Graphic Organizers</a></li> <li>Observations</li> <li><u>DRA</u></li> </ul> |
| With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question, (e.g., <i>print, online, and multimedia resources</i> ). |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |
| With guidance and support, draw conclusions from the recorded data/information to create new understandings.                                                                                          |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |
| Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.                                              |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |
| Follow agreed-upon rules for discussions, (e.g., <i>listening to others with care, speaking one at a time about the topics and texts under discussion</i> ).                                          |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |
| Build on others’ participation in conversations by responding to the comments of others through multiple exchanges.                                                                                   |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |
| Ask questions to clear up any confusion about the topics and texts under discussion.                                                                                                                  |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |
| Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                                                                               |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |
| Ask and answer questions to clarify or gather additional                                                                                                                                              |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                           |

***LANGUAGE ARTS CURRICULUM***  
***First Grade Communication and Collaboration***

| <b>Grade Level Expectations</b>                                                                                     | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| information when a speaker makes a statement.                                                                       |                                 |                             |
| Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.           |                                 |                             |
| Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.    |                                 |                             |
| Speak audibly and express thoughts, feelings, and ideas clearly with an appropriate voice level fitting of setting. |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade: Editing & Revising**

|                                                                                                          | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| <b><u>Capitalization</u></b>                                                                             |   |   |   |   |   |   |
| 1. First word in sentence                                                                                | X | X | X | X | X | X |
| 2. First and last names                                                                                  | X | X | X | X | X | X |
| 3. Pronoun 'I'                                                                                           | X | X | X | X | X | X |
| 4. Titles                                                                                                |   |   |   |   |   |   |
| a. Publications ( <i>book, song, and magazines</i> )                                                     |   |   | X | X | X | X |
| b. Person's titles ( <i>Miss, Mr., Mrs., Dr.</i> )                                                       |   |   | X | X | X | X |
| 5. Dates, months                                                                                         |   | X | X | X | X | X |
| 6. Holidays                                                                                              |   |   | X | X | X | X |
| 7. Product Names                                                                                         |   |   | X | X | X | X |
| 8. Geographic Names                                                                                      |   |   | X | X | X | X |
| 9. Greeting/Closing of Friendly Letter                                                                   |   |   | X | X | X | X |
| 10. Dialogue                                                                                             |   |   |   | X | X | X |
| 11. Abbreviations for states ( <i>CA, CT</i> )                                                           |   |   |   |   | X | X |
| <b><u>Punctuation</u></b>                                                                                |   |   |   |   |   |   |
| 1. Recognizes and names ending punctuation                                                               | X | X | X |   |   |   |
| 2. Periods after abbreviations                                                                           |   |   | X | X | X | X |
| 3. Commas:                                                                                               |   |   |   |   |   |   |
| a. dates (Tuesday, November 8, 2009)                                                                     |   | X | X | X | X | X |
| b. single words in a series in a sentence                                                                |   | X | X | X | X | X |
| c. letter greetings and closings                                                                         |   |   | X | X | X | X |
| d. addresses (Waterford, CT)                                                                             |   |   | X | X | X | X |
| e. dialogue                                                                                              |   |   |   | X | X | X |
| f. compound sentences                                                                                    |   |   |   | X | X | X |
| g. complex sentences                                                                                     |   |   |   | X | X | X |
| h. before coordinating conjunction ( <i>I tried to run home quickly, but I got caught in the rain.</i> ) |   |   |   |   | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade: Editing & Revising**

|                                                                         | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------|---|---|---|---|---|---|
| i. Set off the words ‘yes’ and ‘no’                                     |   |   |   |   |   | X |
| 4. Apostrophes:                                                         |   |   |   |   |   |   |
| a. contractions                                                         |   | X | X | X | X | X |
| b. possessives                                                          |   | X | X | X | X | X |
| 5. Quotation Marks:                                                     |   |   |   |   |   |   |
| a. dialogue                                                             |   |   | X | X | X | X |
| b. quotation within a quotation                                         |   |   |   |   |   | X |
| c. titles of works                                                      |   |   |   |   |   | X |
| 6. Hyphen-between syllables at line break                               |   |   |   |   | X | X |
| 7. Colon:                                                               |   |   |   |   |   |   |
| a. after greeting in business letter                                    |   |   |   |   | X | X |
| 8. Underlining                                                          |   |   |   |   |   |   |
| a. titles of works                                                      |   |   |   |   |   | X |
| 9. Italics                                                              |   |   |   |   |   |   |
| a. titles of works                                                      |   |   |   |   |   | X |
| <b>Usage:</b>                                                           |   |   |   |   |   |   |
| 1. Sentences                                                            |   |   |   |   |   |   |
| a. Simple Sentences                                                     | X | X | X | X | X | X |
| b. Compound Sentences (using and/or/but)                                |   | X | X | X | X | X |
| c. Complex Sentences                                                    |   |   |   | X | X | X |
| d. Correcting fragments and run-ons                                     |   |   |   |   | X | X |
| e. Recognize/use subject and predicate                                  |   |   |   |   | X | X |
| 2. Antonyms & Synonyms                                                  | X | X | X | X | X | X |
| 3. Nouns                                                                |   |   |   |   |   |   |
| a. Recognize and use                                                    |   | X | X | X | X | X |
| b. Explain function                                                     |   |   |   | X | X | X |
| c. Collective nouns (e.g., <i>group</i> , <i>pack</i> , <i>litter</i> ) |   |   | X | X | X | X |



**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade: Editing & Revising**

|                                                                                                                                                | K | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| d. Abstract nouns (e.g., <i>childhood, trust</i> )                                                                                             |   |   |   | X | X | X |
| 4. Pronouns                                                                                                                                    |   |   |   |   |   |   |
| a. Recognize and use                                                                                                                           |   | X | X | X | X | X |
| b. Explain function                                                                                                                            |   |   |   | X | X | X |
| c. Use personal, possessive, indefinite (e.g., <i>I, me, they, them, anyone, everything</i> ).                                                 |   | X | X | X | X | X |
| d. Reflexive Pronouns (e.g., <i>myself, yourself, himself</i> )                                                                                |   |   | X | X | X | X |
| e. Pronoun/antecedent agreement (e.g., <i>Terry was mad because he didn't make the team./Terry was mad because him didn't make the team.</i> ) |   |   |   | X | X | X |
| f. Relative Pronouns ( <i>who, whose, whom, which, that</i> )( <i>I told you about the woman who lives next door.</i> )                        |   |   |   |   | X | X |
| g. Correct placement ( <i>Jane and I went to the store</i> <b>NOT</b> <i>Me and Jane went to the store.</i> )                                  |   |   |   |   | X | X |
| h. Pronoun Referents (e.g., ' <i>Joe</i> ' in the text is represented by ' <i>I</i> '.)                                                        |   |   |   | X | X | X |
| 5. Verbs:                                                                                                                                      |   |   |   |   |   |   |
| a. Recognize and use                                                                                                                           |   | X | X | X | X | X |
| b. Explain function                                                                                                                            |   |   |   | X | X | X |
| c. regular: present, past, future (e.g., <i>walk/walked</i> )                                                                                  |   | X | X | X | X | X |
| d. irregular (e.g., <i>find/found</i> )                                                                                                        |   |   | X | X | X | X |
| e. progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i> ).                                                     |   |   |   |   | X | X |
| f. modal auxiliaries ( <i>can, may must: She must study very hard, NOT She musted study very hard.</i> )                                       |   |   |   |   | X | X |
| 6. Subject/verb agreement (e.g., <i>John says he likes pizza./John say he likes pizza</i> )                                                    |   |   |   | X | X | X |
| 7. Adjectives:                                                                                                                                 |   |   |   |   |   |   |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade: Editing & Revising**

|                                                                                         | K | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|---|
| a. Recognize and use                                                                    |   | X | X | X | X | X |
| b. Explain function                                                                     |   |   |   | X | X | X |
| c. Comparative/Superlative (e.g., <i>neat/neater/neatest</i> )                          |   |   |   | X | X | X |
| d. Order adjectives (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). |   |   |   |   | X | X |
| 8. Adverbs:                                                                             |   |   |   |   |   |   |
| a. Recognize and use                                                                    |   |   | X | X | X | X |
| b. Explain function                                                                     |   |   |   | X | X | X |
| c. Comparative/Superlative (e.g., <i>recently/more recently/most recently</i> )         |   |   |   | X | X | X |
| d. Relative Adverbs ( <i>where, when, why</i> )(- <i>the place where we met them</i> )  |   |   |   |   | X | X |
| 9. Prepositions                                                                         |   |   |   |   |   |   |
| a. Use frequently occurring (e.g., <i>during, beyond, toward</i> )                      |   | X | X | X | X | X |
| b. Recognize/explain function                                                           |   |   |   |   |   | X |
| c. Prepositional phrases (e.g., <i>from my grandmother</i> )                            |   |   |   |   | X | X |
| 10. Conjunctions:                                                                       |   |   |   |   |   |   |
| a. Recognize/explain function                                                           |   |   |   | X | X | X |
| b. Coordinating (e.g., <i>Pat likes cookies and milk.</i> )                             |   |   |   | X | X | X |
| c. Subordinating (e.g., <i>Because it was raining, I took an umbrella.</i> )            |   |   |   | X | X | X |
| 11. Interjections (e.g., <i>Hurry! You don't want to miss the bus!</i> )                |   |   |   |   |   |   |
| a. Recognize/explain function                                                           |   |   |   |   |   | X |
| 12. Possessives                                                                         |   |   |   |   |   |   |
| a. Form and use (e.g., <i>dog's house, dogs' houses</i> )                               |   |   |   | X | X | X |
| 13. Common prefixes (e.g., <i>re-,un-,non-,mis-,dis-,uni-,etc.</i> )                    |   |   |   | X | X | X |
| 14. Common suffixes (e.g., <i>-er, -es, -r, -ing</i> )                                  |   |   |   | X | X | X |
| 15. Special problems in usage                                                           |   |   |   |   |   |   |
| a. to, too, two                                                                         |   |   |   | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade: Editing & Revising**

|                                                                            | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|----------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| b. there,their,they're                                                     |          |          |          | X        | X        | X        |
| c. its, it's                                                               |          |          |          |          | X        | X        |
| d. know,no                                                                 |          |          |          |          | X        | X        |
| e. whose,who's                                                             |          |          |          |          | X        | X        |
| f. hear,here                                                               |          |          |          | X        | X        | X        |
| g. a/an                                                                    |          |          | X        | X        | X        | X        |
| h. good/well                                                               |          |          |          | X        | X        | X        |
| i. our/are                                                                 |          |          |          | X        | X        | X        |
| j. your/you're                                                             |          |          |          | X        | X        | X        |
| k. then/than                                                               |          |          |          | X        | X        | X        |
| <b><u>Spelling</u></b>                                                     |          |          |          |          |          |          |
| 1. Simple words phonetically                                               | X        | X        |          |          |          |          |
| 2. Complex words phonetically                                              |          |          | X        | X        | X        |          |
| 3. High frequency grade-level words                                        | X        | X        | X        | X        | X        | X        |
| 4. Spelling patterns (e.g., -oy, -oi)                                      |          |          | X        | X        | X        | X        |
| 5. Spelling patterns (e.g., VCVe-game)                                     |          | X        | X        | X        | X        | X        |
| 6. Spelling patterns (e.g., VVCC-ouch; VVc-Eat)                            |          |          | X        | X        |          |          |
| 7. Blends & Digraphs (e.g., th,sh,wh,ch,br,ck,bl)                          |          | X        | X        | X        |          |          |
| 8. Compound Words                                                          |          | X        | X        | X        |          |          |
| 9. Double consonant rules (e.g., hop/hopping)                              |          |          |          |          | X        | X        |
| 10. Greek & Latin affixes and roots (port: transportation, report, import) |          |          |          |          | X        | X        |
| <b><u>Plurals</u></b>                                                      |          |          |          |          |          |          |
| a. Add /s/ or /es/ to nouns                                                | X        | X        | X        | X        | X        | X        |
| b. Irregular plural nouns (e.g., feet, mice)                               |          |          | X        | X        | X        | X        |
| <b><u>Affixes</u></b>                                                      |          |          |          |          |          |          |
| a. Add /un-/ /pre-/ /-ed/                                                  |          |          |          | X        | X        | X        |
| <b><u>Endings</u></b>                                                      |          |          |          |          |          |          |
| a. Add /ed/ or /ing/ endings                                               |          | X        | X        | X        | X        | X        |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade: Editing & Revising**

|                                                                                           | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|-------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| b. Add /-er/ /-est/ endings                                                               |          |          | X        | X        | X        | X        |
| c. Add suffixes (e.g. <i>cry/cries; happy/happiness</i> )                                 |          |          |          | X        | X        | X        |
| d. Add unusual suffix ( <i>ox/oxen, child/children</i> )                                  |          |          |          |          | X        | X        |
| e. Words ending in 'o' ( <i>radio/radios, rodeo/rodeos, kangaroo/kangaroos</i> )          |          |          |          |          | X        | X        |
| f. Change 'f' or 'fe' to v & add 'es' ( <i>shelf/shelves, life/lives, thief/thieves</i> ) |          |          |          |          | X        | X        |
| <b><u>Paragraph Conventions</u></b>                                                       |          |          |          |          |          |          |
| a. Indenting first line or skipping lines between paragraphs                              |          |          |          | X        | X        | X        |

## ***LANGUAGE ARTS CURRICULUM***

### ***First Grade Resources***

#### **Text Resources:**

Phonemic Awareness: *Phonemic Awareness in Young Children* by Marilyn Jager Adams

Phonics: *Foundations* by Wilson Publishers

Vocabulary: embedded in units of study

Reading Comprehension: embedded in units of study

Writing Conventions: *Mountain Language Centers* by Mountain Language; *Foundations* by Wilson Publishers

Writing Process: *Getting Ready to Write* with accompanying K-1 Activity Cards published by Empowering Writers; K-1 Activity Cards for *Getting Ready to Write*; *Units of Study for Primary Writing: A Yearlong Curriculum* and a *Quick Guide to Teaching Persuasive Writing K-1* published by Heinemann

Handwriting: *Foundations* by Wilson Publishers

Speaking & Listening: embedded in units of study

Reading Reflections/Behaviors: embedded in units of study

Spelling: *Foundations* by Wilson Publishers

## **LANGUAGE ARTS CURRICULUM**

### ***First Grade Resources***

#### **Mentor / Read Aloud Texts:**

*The Biggest Easter Basket Ever*

*The Other Side*

*The Rainbow Fish*

*One of Each*

*The Mother's Day Mice*

*Nana Upstairs, Nana Downstairs*

*Now One Foot, Now the Other*

*Jamie O'Rourke and the Big Potato*

*Tacky the Penguin*

*Strega Nona*

*The Biggest Pumpkin Ever*

*Chrysanthemum*

*Lily's Purple Plastic Purse*

*Wemberly Worried*

*Julius, the Baby of the World*

*The Biggest Valentine Ever*

*O'Sullivan Stew*

*The Other Way to Listen*

*Shortcut*

*Joshua's Night Whispers*

*Owl Moon*

*The Pumpkin Book*

*How to Lose All Your Friends*

*A Chair for My Mother*

*Fireflies*

*Where's Spot?*

*Joshua by the Sea*

*Rain Feet*

*Peter's Chair*

*Pet Show*

*Too Many Tamales*

*My Rotten Redheaded Older Brother*

*Snow*

*Snowmen at Night*

*The Mitten*

*The Polar Express*

*A Turkey for Thanksgiving*

*The Seasons of Arnold's Apple Tree*

*Scarecrow*

*Leaf Man*

*I Stink!*

*The Snowy Day*

*Pig and Crow*

*The Tiny Seed*

*To Think That I Saw it on Mulberry Street*

*Penguins!*

*Apples*

*Make Way for Ducklings*

*Appalachia: Voices of Sleeping Birds*

*Alexander and the Terrible, Horrible, No Good, Very Bad Day*

*My Little Island*

*Apples and Pumpkins*

*Everybody Needs a Rock*

*Honey, I Love*

*I'm in Charge of Celebrations*

*The Kissing Hand*

*Night Shift Daddy*

*Mike Mulligan and His Steam Shovel*

*Koala Lou*

***LANGUAGE ARTS CURRICULUM***  
***First Grade Resources***

**Technology Resources:**

Waterford Public Library/Tumblebooks

Teacher-created interactive Promethean flip charts

*Reading A-Z* website

*Ed Helper* website

***LANGUAGE ARTS CURRICULUM***  
***First Grade High Frequency Word List***

|      |       |         |        |        |        |        |         |
|------|-------|---------|--------|--------|--------|--------|---------|
| see  | back  | now     | or     | our    | who    | other  | both    |
| like | he    | is      | would  | put    | us     | new    | never   |
| me   | and   | has     | asked  | him    | were   | want   | between |
| in   | I'm   | as      | than   | away   | you    | say    | under   |
| my   | can   | do      | some   | when   | there  | first  | being   |
| to   | if    | going   | before | mother | could  | any    | words   |
| we   | after | man     | said   | that   | how    | also   | does    |
| am   | had   | come    | at     | very   | just   | many   | friend  |
| be   | look  | not     | saw    | will   | out    | called | write   |
| came | on    | his     | this   | went   | little | down   | their   |
| all  | she   | have    | don't  | stop   | what   | own    | each    |
| day  | from  | of      | over   | by     | your   | people | about   |
| for  | are   | it      | play   | too    | up     | should | been    |
| an   | into  | here    | was    | then   | which  | says   |         |
| get  | her   | one     | they   | may    | so     | good   |         |
| but  | make  | because | with   | two    | only   | work   |         |



# **LANGUAGE ARTS CURRICULUM**

## ***First Grade High Frequency Word List – Teacher List***

**Directions:** Circle all correct responses for the first marking period.  
 Check all correct responses for the second marking period.  
 Underline all correct responses for the third marking period

**Student's Name:** \_\_\_\_\_ **Teacher/School:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Score:** \_\_\_\_\_/125      **Date:** \_\_\_\_\_ **Score:** \_\_\_\_\_/125      **Date:** \_\_\_\_\_ **Score:** \_\_\_\_\_/125

|      |       |         |        |        |        |        |         |
|------|-------|---------|--------|--------|--------|--------|---------|
| see  | back  | now     | or     | our    | who    | other  | both    |
| like | he    | is      | would  | put    | us     | new    | never   |
| me   | and   | has     | asked  | him    | were   | want   | between |
| in   | I'm   | as      | than   | away   | you    | say    | under   |
| my   | can   | do      | some   | when   | there  | first  | being   |
| to   | if    | going   | before | mother | could  | any    | words   |
| we   | after | man     | said   | that   | how    | also   | does    |
| am   | had   | come    | at     | very   | just   | many   | friend  |
| be   | look  | not     | saw    | will   | out    | called | write   |
| came | on    | his     | this   | went   | little | down   | their   |
| all  | she   | have    | don't  | stop   | what   | own    | each    |
| day  | from  | of      | over   | by     | your   | people | about   |
| for  | are   | it      | play   | too    | up     | should | been    |
| an   | into  | here    | was    | then   | which  | says   |         |
| get  | her   | one     | they   | may    | so     | good   |         |
| but  | make  | because | with   | two    | only   | work   |         |

**LANGUAGE ARTS CURRICULUM**  
*Lexile Level Chart*

| <b>Text Complexity<br/>Grade Band in the<br/>Standards</b> | <b>Old Lexile Ranges</b> | <b>Lexile Ranges<br/>Aligned to CCR<br/>Expectations</b> |
|------------------------------------------------------------|--------------------------|----------------------------------------------------------|
| <b>K – 1</b>                                               | N/A                      | N/A                                                      |
| <b>2 – 3</b>                                               | 450 – 725                | 450 – 790                                                |
| <b>4 – 5</b>                                               | 645 – 845                | 770 – 980                                                |
| <b>6 – 8</b>                                               | 860 – 1010               | 955 – 1155                                               |
| <b>9 – 10</b>                                              | 960 – 1115               | 1080 – 1305                                              |
| <b>11 – CCR</b>                                            | 1070 – 1220              | 1215 – 1355                                              |

## ***LANGUAGE ARTS CURRICULUM***

### ***Second Grade Curriculum Overview***

#### **Reading**

- **Foundational Skills:** Students will develop critical knowledge in print concepts, phonological awareness, and phonetic skills as they progress to proficient readers who read increasingly complex texts.
- **Fluency:** Students will adjust their reading rate to match increasingly complex text and purpose for reading, while using expression, phrasing, and intonation to enhance meaning.
- **Comprehension:** Students will apply a wide range of strategies in order to comprehend and appreciate a variety of increasingly complex texts.
- **Vocabulary/Word Analysis:** Students will use prior knowledge and context clues to predict, clarify, and/or expand word meaning and concepts.

#### **Writing**

- **Text Types:** Students will write opinion, informational, and experience (narrative) pieces.
- **Writing Conventions:** Students will apply knowledge of language and the conventions of Standard English grammar, spelling, mechanics and structure when writing.
- **Writing Process:** Students will plan, draft, revise, edit, publish and reflect upon written work.
- **Writing Products:** Students will use the writing process to write routinely and communicate ideas effectively.

**Research and Study Skills:** Students will conduct short research projects after generating ideas and questions, to build knowledge, participate in discussions, and to produce and publish writing.

**Speaking/Listening:** Students will attentively listen, question, build on the ideas of others, and show appropriate consideration of audience, purpose, and information to be conveyed.

**Collaboration and Inquiry:** Students will collaborate to gain knowledge and strengthen their understanding.

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#### **Reading: Literature**

##### *Key Ideas and Details*

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

##### *Craft and Structure*

- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

##### *Integration of Knowledge and Ideas*

- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.8 (Not applicable to literature).
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

##### *Range of Reading and Level of Text Complexity*

- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### **Reading: Informational Text**

##### *Key Ideas and Details*

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### ***Craft and Structure***

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### ***Integration of Knowledge and Ideas***

- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

#### ***Range of Reading and Level of Text Complexity***

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading: Foundational Skills**

#### ***Phonics and Word Recognition***

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3d Decode words with common prefixes and suffixes.
- RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

#### ***Fluency***

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4a Read grade-level text with purpose and understanding.
- RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

*Text Types and Purposes*

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

*Production and Distribution of Writing*

- W.2.4 (Begins in grade 3).
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

*Research to Build and Present Knowledge*

- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- W.2.9 (Begins in grade 4).

*Range of Writing*

- W.2.10 (Begins in grade 3).

# **LANGUAGE ARTS CURRICULUM**

## **Second Grade Common Core State Standards**

### **Speaking and Listening**

#### *Comprehension and Collaboration*

- SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

#### *Presentation of Knowledge and Ideas*

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

### **Language**

#### *Conventions of Standard English*

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1a Use collective nouns (e.g., *group*).
- L.2.1b Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- L.2.1c Use reflexive pronouns (e.g., *myself, ourselves*).
- L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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### **Second Grade Common Core State Standards**

- L.2.2a Capitalize holidays, product names, and geographic names.
- L.2.2b Use commas in greetings and closings of letters.
- L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2d Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### *Knowledge of Language*

- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a Compare formal and informal uses of English.

#### *Vocabulary Acquisition and Use*

- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
- L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
- L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5a Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- L.2.5b Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).



# LANGUAGE ARTS CURRICULUM

## Second Grade Foundational Reading Skills

*How do letters and letter patterns form words?*  
*How does fluency support comprehension?*

| Grade Level Expectations                                                                                                                                                                                        | Instructional Strategies                                                                                                                                                                                                                                            | Evidence of Learning                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phonics and Word Recognition                                                                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Know and apply grade-level phonics and word analysis skills to read and understand words in grade level text.                                                                                                   | <ul style="list-style-type: none"><li>• <a href="#">Word Work-Fundations</a></li><li>• Shared/Interactive Reading</li></ul>                                                                                                                                         | <ul style="list-style-type: none"><li>• Work Samples</li><li>• Observations</li><li>• <i>Fundations</i> <a href="#">Assessments</a></li></ul>                                                 |
| Automatically recognize and use long and short vowels when reading regularly spelled one-syllable words.                                                                                                        |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Automatically recognize and apply spelling-sound correspondences for additional vowel teams, (e.g., <i>ai, ey, ei, oi, oy, au, aw, ou, ow</i> ).                                                                |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Apply sound correspondences to words containing common vowel-r patterns, (e.g., <i>ar, er, ir, or, ur</i> ).                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Identify and read common prefixes and suffixes, while recognizing root/base words, (e.g., <i>-ful, -ness, and dis-, in-</i> ).                                                                                  |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Decode regularly spelled two-syllable words with long and short vowel sounds, (e.g., V/C: <i>ho-tel</i> ; CVC: <i>lem-on</i> ; VC/CV: <i>sup-per</i> ).                                                         |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Decode two-syllable words following basic patterns by breaking the words into syllables, (e.g., <i>butterfly, muddy</i> ).                                                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Recognize and read grade-appropriate irregularly spelled words, (e.g., <i>ocean, angel, bought, caught</i> ).                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Read and write common high-frequency words by sight (See list of 300 words.)                                                                                                                                    |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Fluency                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Read with sufficient accuracy and fluency, adjusting pace as needed, to support comprehension, (e.g., <b><i>reading on</i></b> and/or <b><i>rereading</i></b> , if necessary).                                  | <ul style="list-style-type: none"><li>• <a href="#">Instructional Read Alouds</a></li><li>• <a href="#">Choral Reading</a></li><li>• <a href="#">Reader's Theater</a></li><li>• <a href="#">Buddy Reading</a></li><li>• <a href="#">Repeated Readings</a></li></ul> | <ul style="list-style-type: none"><li>• <a href="#">Running records</a></li><li>• Observations</li><li>• <a href="#">Second Grade Sight Word List</a></li><li>• <a href="#">DRA</a></li></ul> |
| Monitor comprehension while reading and use cueing systems, including: <b><i>meaning</i></b> (Does it make sense?), <b><i>structure</i></b> (Does it sound right?), <b><i>visual</i></b> (Does it look right?). |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |

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***Second Grade Foundational Reading Skills***

| Grade Level Expectations                                                                                                                                                | Instructional Strategies | Evidence of Learning |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Read grade-level text with purpose (e.g., <i>skimming for facts</i> , <i>scanning for key words</i> ) and understanding.                                                |                          |                      |
| Read grade-level text orally with accuracy, appropriate rate (90-100+ words correct per minute), and expression on successive readings, while attending to punctuation. |                          |                      |

# LANGUAGE ARTS CURRICULUM

## Second Grade Reading Standards

*Why do we read?*  
*What reading strategies do good readers use to read and understand text?*  
*What can we learn from print?*

| Grade Level Expectations                                                                                                                                                                                                           | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                              | Evidence of Learning                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Ideas and Details</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
| Activate prior knowledge before reading, e.g., <a href="#">Direct Reading-Thinking Activity</a> , <a href="#">KWL Chart</a> , <a href="#">Anticipation Guide</a> , <a href="#">Response Notebooks</a> . <b>RL.2.1 &amp; RI.2.1</b> | <ul style="list-style-type: none"> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• <a href="#">Instructional Read Alouds</a></li> <li>• <a href="#">Buddy Reading</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• <a href="#">Reader's Workshop Model</a></li> </ul> | <ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Work Samples</li> <li>• Observations</li> <li>• <a href="#">DRA</a></li> <li>• Reader's Response Notebook</li> <li>• Reading Log</li> </ul> |
| Preview the text before reading and use text information to make a prediction and set a purpose for reading. <b>RL.2.1 &amp; RI.2.1</b>                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
| Ask and answer questions such as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. <b>RL.2.1 &amp; RI.2.1</b>                             |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
| Retell the events and details of a fictional text, (e.g., fables and folktales from diverse cultures), using proper sequence. <b>RL.2.1 &amp; RL.2.2</b>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
| Identify major events and challenges in a fictional text. <b>RL.2.2 &amp; RL.2.3</b>                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
| Describe how characters in a fictional story respond to major events and challenges. <b>RL.2.3</b>                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
| Draw conclusions about characters in a story to determine their traits. <b>RL.2.3</b>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
| Use key details to determine the central message, lesson, or moral of fictional text. <b>RL.2.2 &amp; RL.2.3</b>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
| Use text structure and graphic features as sources to identify the key details of a nonfiction text. <b>RI.2.1 &amp; RI.2.5</b>                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
| Identify and connect the key details/focus of each paragraph to determine the overall topic of a multi-paragraph nonfiction text. <b>RI.2.1 &amp; RI.2.5</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |
| Identify a series of events, ideas, or steps in a nonfiction text. <b>RI.2.1, RI.2.2 &amp; RI.2.3</b>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                   |

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**Second Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                 | Instructional Strategies                                                                                                                                                                                                                                                                                       | Evidence of Learning                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the connection, (e.g., <i>cause/effect</i> ; <i>sequence/chronology</i> ), between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction text. <b>RI.2.3</b>                                                                                                                            |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |
| <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |
| Explain the specific purposes and major differences between fiction and non-fiction texts, drawing on a wide range of text types, (e.g., <i>narratives</i> , <i>realistic fiction</i> , <i>folktales</i> , <i>fairy tales</i> , <i>poetry</i> , <i>biographies</i> , <i>personal narratives</i> , and <i>informational</i> .) <b>RL.2.5 &amp; RI.2.5</b> | <ul style="list-style-type: none"> <li>• <a href="#">Instructional Read Alouds</a></li> <li>• <a href="#">Buddy Reading</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• <a href="#">Reader's Workshop Model</a></li> </ul> | <ul style="list-style-type: none"> <li>• Work Samples</li> <li>• Observations</li> <li>• Class Discussions</li> <li>• <a href="#">DRA</a></li> <li>• Reader's Response Notebook</li> <li>• Reading Log</li> </ul> |
| Use terms such as regular beats, alliteration, rhymes, and repeated lines when describing a story, poem, or song. <b>RL.2.4</b>                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |
| Describe how words and phrases (e.g., <i>regular beat</i> , <i>alliteration</i> , <i>rhymes</i> , <i>repeated lines</i> ) supply rhythm and meaning in a story, poem, or song. <b>RL.2.4</b>                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |
| Describe the overall structure of a story, including a description of how the beginning introduces the story and the ending concludes the action. <b>RL.2.5</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |
| Identify, state the purpose of, and use various text features (e.g., <i>captions</i> , <i>bold print</i> , <i>subheadings</i> , <i>glossaries</i> , <i>indexes</i> , <i>electronic menus</i> , <i>icons</i> ) to efficiently locate key facts or information relevant to a given topic. <b>RI.2.5</b>                                                    |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |
| Identify, compare and contrast different points of view of characters in a fictional text. <b>RL.2.6</b>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |
| Acknowledge differences in the points of view of characters in a fictional text, (e.g., <i>speaking in a different voice for each character when reading dialogue aloud</i> ). <b>RL.2.6</b>                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |
| Examine the organizational pattern of informational texts to identify the author's purpose, (e.g., <i>to offer opinion</i> , <i>to describe</i> , <i>to inform</i> ). <b>RI.2.6</b>                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |
| Identify the author's purpose in a nonfiction text, (e.g., <i>what the author wants to answer</i> , <i>explain</i> , or <i>describe</i> ). <b>RI.2.6</b>                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                   |

**LANGUAGE ARTS CURRICULUM**  
**Second Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                            | Instructional Strategies                                                                                                                                                     | Evidence of Learning                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Vocabulary Acquisition and Use                                                                                                                                                                                                      |                                                                                                                                                                              |                                                                                                             |
| Use phonetic, structural, sentence-level context, and graphic features to determine the meaning of an unknown word or phrase, based on <i>grade 2 reading and content</i> . <b>RL.2.4, RI.2.4, L.2.4 &amp; L.2.4a</b>               | <ul style="list-style-type: none"><li>• <a href="#">Instructional Read Alouds</a></li><li>• <a href="#">Word Work</a></li><li>• <a href="#">Graphic Organizers</a></li></ul> | <ul style="list-style-type: none"><li>• Work Samples</li><li>• Observations</li></ul>                       |
| Determine the meaning of the new word formed when a known prefix is added to a known word, (e.g., <i>happy/unhappy</i> ; <i>tell/retell</i> ). <b>L.2.4b</b>                                                                        |                                                                                                                                                                              |                                                                                                             |
| Determine the root word and use it as a clue to the meaning of an unknown word with the same root, (e.g., <i>addition, additional</i> ). <b>L.2.4c</b>                                                                              |                                                                                                                                                                              |                                                                                                             |
| Use knowledge of the meaning of individual words to predict the meaning of compound words, (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ). <b>L.2.4d</b>                                            |                                                                                                                                                                              |                                                                                                             |
| Use glossaries and beginning dictionaries, both print and digital, to determine and clarify the meaning of words and phrases. <b>L.2.4e</b>                                                                                         |                                                                                                                                                                              |                                                                                                             |
| Demonstrate understanding of word relationships and nuances in word meanings. <b>L.2.5</b>                                                                                                                                          |                                                                                                                                                                              |                                                                                                             |
| Identify real-life connections between words and their use, (e.g., <i>describe foods that are <b>spicy</b> or <b>juicy</b></i> ). <b>L.2.5a</b>                                                                                     |                                                                                                                                                                              |                                                                                                             |
| Distinguish shades of meaning among closely related verbs, (e.g., <i>toss, throw, hurl</i> ), and closely related adjectives, (e.g., <i>thin, slender, skinny, scrawny</i> ). <b>L.2.5b</b>                                         |                                                                                                                                                                              |                                                                                                             |
| Demonstrate understanding of word relationships, including synonyms, antonyms, homophones, and homonyms, (e.g., <i>begin/start, big/little, here/hear</i> ). <b>L.2.5</b>                                                           |                                                                                                                                                                              |                                                                                                             |
| Integration of Knowledge and Ideas                                                                                                                                                                                                  |                                                                                                                                                                              |                                                                                                             |
| Compare and contrast two or more versions of the same fictional story (e.g., <i>Cinderella stories</i> ) by different authors or from different cultures, (e.g., <i>comparing characters, settings, and events</i> ). <b>RL.2.9</b> | <ul style="list-style-type: none"><li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li><li>• <a href="#">Instructional Read Alouds</a></li></ul>            | <ul style="list-style-type: none"><li>• <a href="#">Graphic Organizers</a></li><li>• Work Samples</li></ul> |

**LANGUAGE ARTS CURRICULUM**  
**Second Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                     | Instructional Strategies                                                                                                                                                           | Evidence of Learning                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use information gained from the illustrations and words in a fictional print or digital text to demonstrate understanding of its characters, setting, or plot. <b>RI.2.7</b> | <ul style="list-style-type: none"> <li>• <a href="#">Buddy Reading</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Reader's Workshop Model</a></li> </ul> | <ul style="list-style-type: none"> <li>• Class and Small Group Discussion</li> <li>• <a href="#">DRA</a></li> <li>• Reader's Response Notebooks</li> <li>• Reading Log</li> </ul> |
| Identify and describe graphic aids used to facilitate understanding of nonfiction text. <b>RI.2.7</b>                                                                        |                                                                                                                                                                                    |                                                                                                                                                                                   |
| Identify commonalities between text and text features; explain how they support each other. <b>RI.2.7</b>                                                                    |                                                                                                                                                                                    |                                                                                                                                                                                   |
| Explain how specific images (e.g., <i>a diagram showing how a machine works</i> ) contribute to and clarify a nonfiction text. <b>RI.2.7</b>                                 |                                                                                                                                                                                    |                                                                                                                                                                                   |
| Identify the key points an author makes in a nonfiction text and how the author's reasons support those specific points. <b>RI.2.8</b>                                       |                                                                                                                                                                                    |                                                                                                                                                                                   |
| Compare and contrast the most important points presented by two nonfiction texts on the same topic. <b>RI.2.9</b>                                                            |                                                                                                                                                                                    |                                                                                                                                                                                   |

# LANGUAGE ARTS CURRICULUM

## Second Grade Literary Experience

*What makes good literature?*  
*How does reading help us to understand the world around us and ourselves?*

Range of Reading and Level of Text Complexity: By the end of second grade, students will ***proficiently*** read and comprehend literature (including stories and poetry) and informational texts (including history/social studies, science, and technical) in the grades 2-3 text complexity band, with scaffolding, as needed, at the upper end of the range. **RL.2.10 & RI.2.10**

| Literature and Informational Texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Independent Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will be exposed to a balance of literary and informational texts:</p> <ul style="list-style-type: none"> <li>• Realistic and historical fiction</li> <li>• Short story (adventure, mysteries, graphic novels)</li> <li>• Visual texts (multimedia, posters, cartoons, charts, graphs, maps, history, technical)</li> <li>• Poetry (rhymes, limericks and free verse)</li> <li>• Drama (staged drama and brief familiar scenes)</li> <li>• Folktales and legends</li> <li>• Digital sources on a range of topics</li> </ul> | <p>Students will self-select from a variety of texts and read a minimum of one book in each of the starred genres:</p> <ul style="list-style-type: none"> <li>• Contemporary, realistic fiction*</li> <li>• Mystery</li> <li>• Adventure/survival</li> <li>• Historical fiction</li> <li>• Multicultural fiction</li> <li>• Fantasy</li> <li>• Science fiction</li> <li>• Drama</li> <li>• Nonfiction texts (biography, autobiographies, informational, or functional)*</li> </ul> |

# LANGUAGE ARTS CURRICULUM

## Second Grade Writing Standards

*Why do we write?*  
*What does good writing look like?*  
*What strategies do we use to improve our writing?*  
*How can I print legibly?*

| Grade Level Expectations                                                                                                                                                                          | Instructional Strategies                                                                                                                                                                                                                     | Evidence of Learning                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conventions of Standard English</b>                                                                                                                                                            |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Demonstrate command of the conventions of standard English <b>grammar and usage</b> , when writing or speaking.                                                                                   | <ul style="list-style-type: none"> <li>District-Wide Spelling Program</li> <li>Morning Message</li> <li><a href="#">Writer's Workshop</a></li> <li><a href="#">Writing Process</a></li> <li>Handwriting</li> <li>Teacher Modeling</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Assessments</a> from District-Wide Spelling Program</li> <li>Student Work Samples</li> </ul> |
| Print legibly, with correct letter formation for both lower- and uppercase letters, using appropriate letter size and spacing.                                                                    |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Identify and use collective nouns (e.g., <i>group, pod, herd, pack, litter, flock, bunch</i> ).                                                                                                   |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).                                                                                       |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Identify and use reflexive pronouns correctly (e.g., <i>myself, yourself, himself, herself, ourselves</i> ).                                                                                      |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).                                                                                               |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Use specific words to replace common nouns and overused verbs, (e.g., <i>replace said with whispered; dog with German Shepherd</i> ).                                                             |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Identify and use adjectives and adverbs, and accurately choose between them depending on what is to be modified.                                                                                  |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Distinguish between a sentence and a fragment.                                                                                                                                                    |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Distinguish between a declarative, interrogative, imperative, and exclamatory sentence.                                                                                                           |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the move; The action movie was watched by the little boy</i> ). |                                                                                                                                                                                                                                              |                                                                                                                                                 |
| Demonstrate command of the conventions of standard English <b>capitalization, punctuation, and spelling</b> when writing.                                                                         |                                                                                                                                                                                                                                              |                                                                                                                                                 |



**LANGUAGE ARTS CURRICULUM**  
**Second Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Instructional Strategies | Evidence of Learning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <p>Capitalize holidays, product names, and geographic names.</p> <p>Use commas and capitalization correctly in greetings and closing of letters.</p> <p>Use commas in a series, in a date, and between a city and state.</p> <p>Use quotation marks in dialogue.</p> <p>Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>Generalize learned spelling patterns when writing words (e.g., <i>cage/badge; boy/boil</i>).</p> <p>Spell second grade high-frequency words correctly, including two-syllable words.</p> <p>Recognize and use CVCe pattern in spelling, (e.g., <i>game</i>).</p> <p>Use <a href="#">phonetic approximation</a> for challenging words</p> <p>Take apart compound words or join words to make compound words (into/in-to, side-walk/sidewalk)</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> |                          |                      |

# LANGUAGE ARTS CURRICULUM

## Second Grade Writing Standards

*What does good writing look like?*  
*How do we use writing to communicate our ideas and opinions?*  
*How does writing help us to become better readers?*

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                              | Instructional Strategies                                                                                                                                                                                                                       | Evidence of Learning                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Writing Process</u></b>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                |                                                                                                                                                                                                             |
| <b>Plan:</b><br>After considering the audience, set a purpose for writing and brainstorm ideas to include in an appropriate written or visual format.                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• <a href="#">Mentor texts</a></li> <li>• <a href="#">Writer’s Workshop</a></li> <li>• <a href="#">Shared/ Interactive</a> Writing</li> <li>• <a href="#">Graphic Organizers</a></li> </ul>             | <ul style="list-style-type: none"> <li>• Writing Work Samples</li> <li>• <a href="#">Writing Journals</a></li> <li>• Observations</li> <li>• Student/Teacher Conferencing</li> <li>• Class Books</li> </ul> |
| <b>Draft:</b><br>Using ideas generated in the planning stage, write a meaningful message that includes a well-elaborated event or short sequence of events that provides a sense of the author’s voice.                                                                                                                                               | <ul style="list-style-type: none"> <li>• <a href="#">Writing Templates</a></li> </ul>                                                                                                                                                          |                                                                                                                                                                                                             |
| <b><u>Revise:</u></b><br>With guidance and support from adults and peers, develop and strengthen writing by increasing elaboration, improving organization, deleting and/or rearranging words, phrases or sentences, and using specific words to replace common nouns and overused verbs. A sense of closure in the written piece should be provided. | <ul style="list-style-type: none"> <li>• Student/Teacher Conferencing</li> <li>• Peer Conferencing</li> <li>• <a href="#">Mini Lessons</a></li> <li>• Teacher Modeling</li> <li>• <a href="#">Graphic Organizers</a> including COPS</li> </ul> |                                                                                                                                                                                                             |
| <b>Edit:</b><br>Edit drafts for capitalization, punctuation, spelling, and grammar. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.<br><b>See Editing and Revising Appendix</b>                                                                                                               | <ul style="list-style-type: none"> <li>• Student/Teacher Conferencing</li> <li>• Peer Conferencing</li> <li>• <a href="#">Mini Lessons</a></li> <li>• Teacher Modeling</li> </ul>                                                              |                                                                                                                                                                                                             |
| <b>Reflect:</b> With guidance and support from adults, discuss the strengths and weaknesses of a written piece, with a specific focus in mind, (e.g., elaboration, word choice, organization).                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Student/Teacher Conferencing</li> </ul>                                                                                                                                                               |                                                                                                                                                                                                             |

# LANGUAGE ARTS CURRICULUM

## Second Grade Writing Standards

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Instructional Strategies                                                                                                                                                                                               | Evidence of Learning                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Writing Production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                        |                                                                                               |
| With guidance and support from adults, write routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes and audiences.                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• <a href="#">Author’s Chair</a></li><li>• Word Processing</li><li>• Peer Discussion</li><li>• Student/Teacher Conferencing</li></ul>                                            |                                                                                               |
| With guidance and support from adults, produce, publish and present final writing products in a variety of ways, including digital tools, (e.g., <i>Author’s Chair</i> , <i>reading aloud to parents</i> , <i>a writing portfolio</i> , <i>use technology to record/organize data and information</i> ), to interact and collaborate with others.                                                                                                                                                                                                                                             |                                                                                                                                                                                                                        |                                                                                               |
| Text Types and Purposes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                        |                                                                                               |
| Experience / Narrative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                        |                                                                                               |
| <p><b>Students will develop and write about real or imagined experiences or events using well-chosen details in a structured sequence of events that engages the reader.</b></p> <ul style="list-style-type: none"><li>• Write narratives that recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure, (e.g., <i>personal narrative</i>, <i>short story</i>).</li></ul>                                                                       | <ul style="list-style-type: none"><li>• <a href="#">Writer’s Workshop</a></li><li>• <a href="#">Journal Writing</a></li><li>• <a href="#">Writer’s Notebook</a></li><li>• <a href="#">Graphic Organizers</a></li></ul> | <ul style="list-style-type: none"><li>• Writing Work Samples</li><li>• Observations</li></ul> |
| <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• <b>Identify</b> an event or situation</li><li>• <b>Identify characters</b> and the <b>problem</b></li><li>• <b>Draft</b> an <b>opening sentence</b> that introduces the narrative and ‘hooks’ the reader</li><li>• <b>Sequence the events</b> in a logical order, using temporal words to signal the order</li><li>• Include details that <b>personalize the experience</b>, (e.g., <i>thoughts, actions, and feelings</i>)</li><li>• <b>Write a conclusion</b> that provides a sense of closure to the reader</li></ul> |                                                                                                                                                                                                                        |                                                                                               |

**LANGUAGE ARTS CURRICULUM**  
**Second Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Instructional Strategies | Evidence of Learning |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <b>Explanatory / Informative</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                      |
| <p><b>Students will write informative/explanatory pieces that examine a topic and convey ideas and information clearly and accurately, using topic sentences and supporting details.</b></p> <ul style="list-style-type: none"> <li>• Write an informative/explanatory essay in which a topic is introduced, facts and definitions are used to develop points, and a concluding statement or section is included.</li> <li>• Write personal correspondence, (e.g., <i>e-mail, thank-you note, letter to the principal, etc.</i>)</li> <li>• Write to explain a process, (e.g., <i>how to solve a math problem</i>).</li> <li>• Write one or more paragraphs about data, (e.g., <i>how many students like recess, observations of nature</i>).</li> </ul> |                          |                      |
| <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the topic in an <b>introductory sentence</b></li> <li>• <b>Organize facts</b> from print, online, and multimedia resources that explain the topic</li> <li>• <b>Group facts and definitions</b> logically to write a paragraph or multiple paragraphs for explanation</li> <li>• Include <b>content-specific vocabulary</b> to inform the reader about the topic</li> <li>• Write an <b>effective conclusion</b> that is consistent with the explanation or information presented</li> </ul>                                                                                                                                                                       |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Second Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Instructional Strategies | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |
| <p>Students will include ideas in their writing to support claims (or opinions) with relevant evidence.</p> <ul style="list-style-type: none"><li>Write an opinion piece that introduces the topic or book being written about in a topic sentence, states an opinion, supply reasons and details that support the opinion, uses linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provides a concluding statement or section,(e.g., <i>why there should be ice cream in the cafeteria, more playground equipment</i>).</li></ul> |                          |                      |
| <p>Students will:</p> <ul style="list-style-type: none"><li><b>Introduce</b> the topic or book clearly for an <b>intended audience</b></li><li>Write a sentence that <b>states an opinion</b> about the topic or book they are writing about</li><li>Include <b>relevant facts and reasons</b> that explain their opinion</li><li>Use <b>linking words</b>. (e.g., <i>because, and, also</i>) to connect opinions and reasons</li><li>Write a <b>concluding statement or section</b> that’s consistent with the opinion presented</li></ul>                         |                          |                      |
| Poetry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                          |                      |
| <p>Write a variety of poems including, but not limited to: free verse, rhyme, acrostic and shape poems.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                      |
| <p>Students will:</p> <ul style="list-style-type: none"><li><b>Observe</b> the environment to get ideas for poems</li><li><b>Use a range of interesting word choice</b>, (e.g. <i>precise nouns, precise or surprising verbs</i>) to describe feelings, sensory images, ideas, or events.</li><li><b>Use language</b> to describe how something looks, smells, tastes, feels, and sounds.</li></ul>                                                                                                                                                                 |                          |                      |

# LANGUAGE ARTS CURRICULUM

## Second Grade Communication and Collaboration

*What is effective listening?*

*How do we share what we know with others?*

*How does reading, listening, writing, and speaking help us to understand the world around us?*

Students participate as knowledgeable, creative, and reflective members of a literacy community.

Students use spoken, written, and visual language to research and share ideas, questions, and problems on issues or topics.

| Grade Level Expectations                                                                                                                                                                          | Instructional Strategies                                                                                                                                                         | Evidence of Learning                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Communication and Collaboration</b>                                                                                                                                                            |                                                                                                                                                                                  |                                                                                                         |
| With guidance and support, determine the purpose of the research and audience.                                                                                                                    | <ul style="list-style-type: none"> <li>• Morning Meeting</li> <li>• Instructional Read Alouds</li> <li>• Group Discussions</li> <li>• Cooperative Learning Activities</li> </ul> | <ul style="list-style-type: none"> <li>• Work Samples</li> <li>• Observations</li> <li>• DRA</li> </ul> |
| Participate in shared research and writing projects (e.g., <i>read a number of books on a single topic to produce a report; record science observations</i> ).                                    |                                                                                                                                                                                  |                                                                                                         |
| Recall information from experiences or gather information from provided sources to answer a question, (e.g., <i>print, online, and multimedia resources</i> ).                                    |                                                                                                                                                                                  |                                                                                                         |
| Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.                                          |                                                                                                                                                                                  |                                                                                                         |
| Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i> ). |                                                                                                                                                                                  |                                                                                                         |
| Build on others' participation in conversations by acknowledging and linking their comments to the remarks of others.                                                                             |                                                                                                                                                                                  |                                                                                                         |
| Ask for clarification and further explanation as needed about the topics and texts under discussion.                                                                                              |                                                                                                                                                                                  |                                                                                                         |
| Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.                                                                            |                                                                                                                                                                                  |                                                                                                         |

***LANGUAGE ARTS CURRICULUM***  
***Second Grade Communication and Collaboration***

| <b>Grade Level Expectations</b>                                                                                                                                                     | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                   |                                 |                             |
| Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.                                             |                                 |                             |
| Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |                                 |                             |
| Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.                                                            |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                                          | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| <b><u>Capitalization</u></b>                                                                             |   |   |   |   |   |   |
| 1. First word in sentence                                                                                | X | X | X | X | X | X |
| 2. First and last names                                                                                  | X | X | X | X | X | X |
| 3. Pronoun 'I'                                                                                           | X | X | X | X | X | X |
| 4. Titles                                                                                                |   |   |   |   |   |   |
| a. Publications ( <i>book, song, and magazines</i> )                                                     |   |   | X | X | X | X |
| b. Person's titles ( <i>Miss, Mr., Mrs., Dr.</i> )                                                       |   |   | X | X | X | X |
| 5. Dates, months                                                                                         |   | X | X | X | X | X |
| 6. Holidays                                                                                              |   |   | X | X | X | X |
| 7. Product Names                                                                                         |   |   | X | X | X | X |
| 8. Geographic Names                                                                                      |   |   | X | X | X | X |
| 9. Greeting/Closing of Friendly Letter                                                                   |   |   | X | X | X | X |
| 10. Dialogue                                                                                             |   |   |   | X | X | X |
| 11. Abbreviations for states ( <i>CA, CT</i> )                                                           |   |   |   |   | X | X |
| <b><u>Punctuation</u></b>                                                                                |   |   |   |   |   |   |
| 1. Recognizes and names ending punctuation                                                               | X | X | X |   |   |   |
| 2. Periods after abbreviations                                                                           |   |   | X | X | X | X |
| 3. Commas:                                                                                               |   |   |   |   |   |   |
| a. dates (Tuesday, November 8, 2009)                                                                     |   | X | X | X | X | X |
| b. single words in a series in a sentence                                                                |   | X | X | X | X | X |
| c. letter greetings and closings                                                                         |   |   | X | X | X | X |
| d. addresses (Waterford, CT)                                                                             |   |   | X | X | X | X |
| e. dialogue                                                                                              |   |   |   | X | X | X |
| f. compound sentences                                                                                    |   |   |   | X | X | X |
| g. complex sentences                                                                                     |   |   |   | X | X | X |
| h. before coordinating conjunction ( <i>I tried to run home quickly, but I got caught in the rain.</i> ) |   |   |   |   | X | X |



**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                         | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------|---|---|---|---|---|---|
| i. Set off the words ‘yes’ and ‘no’                                     |   |   |   |   |   | X |
| 4. Apostrophes:                                                         |   |   |   |   |   |   |
| a. contractions                                                         |   | X | X | X | X | X |
| b. possessives                                                          |   | X | X | X | X | X |
| 5. Quotation Marks:                                                     |   |   |   |   |   |   |
| a. dialogue                                                             |   |   | X | X | X | X |
| b. quotation within a quotation                                         |   |   |   |   |   | X |
| c. titles of works                                                      |   |   |   |   |   | X |
| 6. Hyphen-between syllables at line break                               |   |   |   |   | X | X |
| 7. Colon:                                                               |   |   |   |   |   |   |
| a. after greeting in business letter                                    |   |   |   |   | X | X |
| 8. Underlining                                                          |   |   |   |   |   |   |
| a. titles of works                                                      |   |   |   |   |   | X |
| 9. Italics                                                              |   |   |   |   |   |   |
| a. titles of works                                                      |   |   |   |   |   | X |
| <b>Usage:</b>                                                           |   |   |   |   |   |   |
| 1. Sentences                                                            |   |   |   |   |   |   |
| a. Simple Sentences                                                     | X | X | X | X | X | X |
| b. Compound Sentences (using and/or/but)                                |   | X | X | X | X | X |
| c. Complex Sentences                                                    |   |   |   | X | X | X |
| d. Correcting fragments and run-ons                                     |   |   |   |   | X | X |
| e. Recognize/use subject and predicate                                  |   |   |   |   | X | X |
| 2. Antonyms & Synonyms                                                  | X | X | X | X | X | X |
| 3. Nouns                                                                |   |   |   |   |   |   |
| a. Recognize and use                                                    |   | X | X | X | X | X |
| b. Explain function                                                     |   |   |   | X | X | X |
| c. Collective nouns (e.g., <i>group</i> , <i>pack</i> , <i>litter</i> ) |   |   | X | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                                                                                | K | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| d. Abstract nouns (e.g., <i>childhood, trust</i> )                                                                                             |   |   |   | X | X | X |
| 4. Pronouns                                                                                                                                    |   |   |   |   |   |   |
| a. Recognize and use                                                                                                                           |   | X | X | X | X | X |
| b. Explain function                                                                                                                            |   |   |   | X | X | X |
| c. Use personal, possessive, indefinite (e.g., <i>I, me, they, them, anyone, everything</i> ).                                                 |   | X | X | X | X | X |
| d. Reflexive Pronouns (e.g., <i>myself, yourself, himself</i> )                                                                                |   |   | X | X | X | X |
| e. Pronoun/antecedent agreement (e.g., <i>Terry was mad because he didn't make the team./Terry was mad because him didn't make the team.</i> ) |   |   |   | X | X | X |
| f. Relative Pronouns ( <i>who, whose, whom, which, that</i> )( <i>I told you about the woman who lives next door.</i> )                        |   |   |   |   | X | X |
| g. Correct placement ( <i>Jane and I went to the store NOT Me and Jane went to the store.</i> )                                                |   |   |   |   | X | X |
| h. Pronoun Referents (e.g., ' <i>Joe</i> ' in the text is represented by ' <i>I</i> '.)                                                        |   |   |   | X | X | X |
| 5. Verbs:                                                                                                                                      |   |   |   |   |   |   |
| a. Recognize and use                                                                                                                           |   | X | X | X | X | X |
| b. Explain function                                                                                                                            |   |   |   | X | X | X |
| c. regular: present, past, future (e.g., <i>walk/walked</i> )                                                                                  |   | X | X | X | X | X |
| d. irregular (e.g., <i>find/found</i> )                                                                                                        |   |   | X | X | X | X |
| e. progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i> ).                                                     |   |   |   |   | X | X |
| f. modal auxiliaries ( <i>can, may must: She must study very hard, NOT She musted study very hard.</i> )                                       |   |   |   |   | X | X |
| 6. Subject/verb agreement (e.g., <i>John says he likes pizza./John say he likes pizza</i> )                                                    |   |   |   | X | X | X |
| 7. Adjectives:                                                                                                                                 |   |   |   |   |   |   |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                         | K | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|---|
| a. Recognize and use                                                                    |   | X | X | X | X | X |
| b. Explain function                                                                     |   |   |   | X | X | X |
| c. Comparative/Superlative (e.g., <i>neat/neater/neatest</i> )                          |   |   |   | X | X | X |
| d. Order adjectives (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). |   |   |   |   | X | X |
| 8. Adverbs:                                                                             |   |   |   |   |   |   |
| a. Recognize and use                                                                    |   |   | X | X | X | X |
| b. Explain function                                                                     |   |   |   | X | X | X |
| c. Comparative/Superlative (e.g., <i>recently/more recently/most recently</i> )         |   |   |   | X | X | X |
| d. Relative Adverbs ( <i>where, when, why</i> )(-the place where we met them)           |   |   |   |   | X | X |
| 9. Prepositions                                                                         |   |   |   |   |   |   |
| a. Use frequently occurring (e.g., <i>during, beyond, toward</i> )                      |   | X | X | X | X | X |
| b. Recognize/explain function                                                           |   |   |   |   |   | X |
| c. Prepositional phrases (e.g., <i>from my grandmother</i> )                            |   |   |   |   | X | X |
| 10. Conjunctions:                                                                       |   |   |   |   |   |   |
| a. Recognize/explain function                                                           |   |   |   | X | X | X |
| b. Coordinating (e.g., <i>Pat likes cookies and milk.</i> )                             |   |   |   | X | X | X |
| c. Subordinating (e.g., <i>Because it was raining, I took an umbrella.</i> )            |   |   |   | X | X | X |
| 11. Interjections (e.g., <i>Hurry! You don't want to miss the bus!</i> )                |   |   |   |   |   |   |
| a. Recognize/explain function                                                           |   |   |   |   |   | X |
| 12. Possessives                                                                         |   |   |   |   |   |   |
| a. Form and use (e.g., <i>dog's house, dogs' houses</i> )                               |   |   |   | X | X | X |
| 13. Common prefixes (e.g., <i>re-,un-,non-,mis-,dis-,uni-,etc.</i> )                    |   |   |   | X | X | X |
| 14. Common suffixes (e.g., <i>-er, -es, -r, -ing</i> )                                  |   |   |   | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                     | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 15. Special problems in usage                                                       |   |   |   |   |   |   |
| a. to, too, two                                                                     |   |   |   | X | X | X |
| b. there, their, they're                                                            |   |   |   | X | X | X |
| c. its, it's                                                                        |   |   |   |   | X | X |
| d. know, no                                                                         |   |   |   |   | X | X |
| e. whose, who's                                                                     |   |   |   |   | X | X |
| f. hear, here                                                                       |   |   |   | X | X | X |
| g. a/an                                                                             |   |   | X | X | X | X |
| h. good/well                                                                        |   |   |   | X | X | X |
| i. our/are                                                                          |   |   |   | X | X | X |
| j. your/you're                                                                      |   |   |   | X | X | X |
| k. then/than                                                                        |   |   |   | X | X | X |
| <b>Spelling</b>                                                                     |   |   |   |   |   |   |
| 1. Simple words phonetically                                                        | X | X |   |   |   |   |
| 2. Complex words phonetically                                                       |   |   | X | X | X |   |
| 3. High frequency grade-level words                                                 | X | X | X | X | X | X |
| 4. Spelling patterns (e.g., -oy, -oi)                                               |   |   | X | X | X | X |
| 5. Spelling patterns (e.g., VCVe-game)                                              |   | X | X | X | X | X |
| 6. Spelling patterns (e.g., VVCC-ouch; VVc-Eat)                                     |   |   | X | X |   |   |
| 7. Blends & Digraphs (e.g., th, sh, wh, ch, br, ck, bl)                             |   | X | X | X |   |   |
| 8. Compound Words                                                                   |   | X | X | X |   |   |
| 9. Double consonant rules (e.g., hop/hopping)                                       |   |   |   |   | X | X |
| 10. Greek & Latin affixes and roots ( <i>port: transportation, report, import</i> ) |   |   |   |   | X | X |
| <b>Plurals</b>                                                                      |   |   |   |   |   |   |
| a. Add /s/ or /es/ to nouns                                                         | X | X | X | X | X | X |
| b. Irregular plural nouns (e.g., <i>feet, mice</i> )                                |   |   | X | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                           | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| <b><u>Affixes</u></b>                                                                     |   |   |   |   |   |   |
| a. Add /un-/ /pre-/ /-ed/                                                                 |   |   |   | X | X | X |
| <b><u>Endings</u></b>                                                                     |   |   |   |   |   |   |
| a. Add /ed/ or /ing/ endings                                                              |   | X | X | X | X | X |
| b. Add /-er/ /-est/ endings                                                               |   |   | X | X | X | X |
| c. Add suffixes (e.g. <i>cry/cries; happy/happiness</i> )                                 |   |   |   | X | X | X |
| d. Add unusual suffix ( <i>ox/oxen, child/children</i> )                                  |   |   |   |   | X | X |
| e. Words ending in 'o' ( <i>radio/radios, rodeo/rodeos, kangaroo/kangaroos</i> )          |   |   |   |   | X | X |
| f. Change 'f' or 'fe' to v & add 'es' ( <i>shelf/shelves, life/lives, thief/thieves</i> ) |   |   |   |   | X | X |
| <b><u>Paragraph Conventions</u></b>                                                       |   |   |   |   |   |   |
| a. Indenting first line or skipping lines between paragraphs                              |   |   |   | X | X | X |

## ***LANGUAGE ARTS CURRICULUM***

### ***Second Grade Resources***

#### **Text Resources:**

Phonics: *Foundations* by Wilson Publishers

Reading Comprehension: embedded in units of study

Vocabulary: embedded in units of study

Writing Conventions: *Write Source Skillbook* by Write Source Publishers; *Drops in the Bucket* by Frog Publications; *Mountain Language Centers* by Mountain Language; *Foundations* by Wilson Publishers

Writing Process: *Comprehensive Narrative Writing Guide* by Empowering Writers; *Units of Study for Primary Writing: A Yearlong Curriculum* by Heinemann with supportive instructional read-aloud texts; *A Quick Guide to Teaching 2<sup>nd</sup> Grade Writers with Units of Study* by Heinemann; *A Quick Guide to Teaching Persuasive Writing, K-2* by Heinemann

Handwriting: *Foundations* by Wilson Publishers

Speaking / Listening, Reading Reflections / Reading Behaviors: embedded in units of study

Spelling: *Foundations* by Wilson Publishers

## **LANGUAGE ARTS CURRICULUM**

### **Second Grade Resources**

#### **Mentor / Read Aloud Texts:**

*A Bad Case of the Stripes*  
*A Chair for My Mother*  
*Alexander and the Terrible, Horrible, No Good, Very Bad Day*  
*All the Colors of the Earth*  
*Allie's Basketball Dream*  
*Amazing Grace*  
*Arthur's Birthday*  
*Aunt Chip and the Great Triple Creek Dam Affair*  
*Be My Neighbor*  
*Big Al*  
*Bigmama's*  
*Boomer's Big Surprise*  
*Bugs for Lunch*  
*Chrysanthemum*  
*Dandelion*  
*Double Trouble in Walla Walla*  
*Fables*  
*Fancy Nancy*  
*Fireflies*  
*Follow the Drinking Gourd*  
*Frederick*  
*Giant Children book of poems*  
*Giant Pandas*  
*Groundhog Day*  
*Honest Abe*  
*Hooway for Wodney Wat*  
*I Hate English*  
*Ira Sleeps Over*  
*Just Plain Fancy*  
*Kitten's First Full Moon*  
*Koala Lou*  
*Leo the Late Bloomer*

*Lunch*  
*Martin's Big Words*  
*New Kid on the Block*  
*No More Homework! No More Tests!*  
*Officer Buckle and Gloria*  
*Owen and Mzee: True Story Remarkable Friendship*  
*More Parts*  
*Peppe the Lamplighter*  
*Pigsty*  
*Pink and Say*  
*Princess Penelope's Parrot*  
*Rotten Richie and the Ultimate Dare*  
*Snowflake Bentley*  
*Something Beautiful*  
*Stand Tall, Molly Lou Melon*  
*The Day Jimmy's Boa Ate the Wash*  
*The Gigantic Turnip*  
*The Great Kapok Tree*  
*The Honest-to-Goodness Truth*  
*The Honey Makers*  
*The Keeping Quilt*  
*The King Who Rained*  
*The Kissing Hand*  
*The Little Engine that Could*  
*The Little Island*  
*The Memory String*  
*The Paper Bag Princess*  
*The Princess and the Pizza*  
*The Quiltmaker's Gift*  
*The Relatives Came*  
*The Seashore Book*  
*The Wednesday Surprise*

## **LANGUAGE ARTS CURRICULUM**

### **Second Grade Resources**

*Thunder Cake*  
*Too Many Tamales*  
*Uncle Jed's Barbershop*  
*Wemberly Worried*  
*Chicken Sunday*  
*Joshua's Night Whispers*  
*Night Shift Daddy*  
*Owl Moon*  
*Shortcut*  
*The Paperboy*  
*Alexander and the Terrible, Horrible, No Good, Very Bad Day*  
*Joshua by the Sea*  
*Make Way for Ducklings*

*When I was Young in the Mountains*  
*When Sophie Get Angry-Really, Really Angry*  
*Whistle for Willie*  
*Whoever You Are*  
*Peter's Chair*  
*When I am Old with You*  
*From Seed to Plant*  
*The Three Billy-Goats Gruff*  
*The Three Little Bears*  
*Click, Clack, Moo: Cows That Type*  
*Dear Mr. Blueberry*  
*Dear Juno*  
*Gooseberry Park*

#### **Technology Resources:**

[www.readwritethink.org](http://www.readwritethink.org): Phonemic Awareness, Phonics, Vocabulary, Comprehension-During and After Reading, Spelling, Genres of Writing

[www.bbc.co.uk/schools/ks1bitesize/literacy](http://www.bbc.co.uk/schools/ks1bitesize/literacy): Phonemic Awareness, Phonics, Vocabulary, Spelling

[www.bbc.co.uk/schools/wordsandpictures/index.shtml](http://www.bbc.co.uk/schools/wordsandpictures/index.shtml): Phonics, Fluency, Writing Conventions

[www.seussville.com/university/reading](http://www.seussville.com/university/reading): Phonemic Awareness, Comprehension- After Reading

[www.roythezebra.com/reading-games-word-level.html](http://www.roythezebra.com/reading-games-word-level.html): Phonemic Awareness, Phonics, Vocabulary, Writing Conventions

[www.spinandspell.com](http://www.spinandspell.com): Phonics, Writing Conventions

[www.earobics.com/gamegoo/gooney.html](http://www.earobics.com/gamegoo/gooney.html): Phonics, Vocabulary, Listening

[www.fun4thebrain.com/english.html](http://www.fun4thebrain.com/english.html): Phonics; Fluency; Vocabulary; Comprehension- During Reading; Writing Conventions

[www.timelessteacherstuff.com](http://www.timelessteacherstuff.com): Fluency

[www.primaryresources.co.uk/online/alphaorder1.swf](http://www.primaryresources.co.uk/online/alphaorder1.swf): Vocabulary

<http://nancykeane.com/booktalks/>: Reading Comprehension- Before Reading

[www.starfall.com](http://www.starfall.com): Comprehension- After Reading

<http://teacher.scholastic.com/activities/scrapbook>: Comprehension- After Reading

<http://bookadventure.org>: Comprehension- After Reading

[www.freereading.net](http://www.freereading.net): Comprehension- After Reading

<http://bookwizard.scholastic.com/tbw/homePage.do>: Comprehension- After Reading

[www.storylineonline.net](http://www.storylineonline.net): Comprehension- After Reading

[www.readinga-z.com](http://www.readinga-z.com): Fluency



***LANGUAGE ARTS CURRICULUM***  
***Second Grade High Frequency Word List***

|      |       |       |        |        |           |         |
|------|-------|-------|--------|--------|-----------|---------|
| the  | have  | how   | more   | get    | just      | want    |
| of   | from  | their | write  | come   | name      | show    |
| and  | or    | if    | go     | made   | good      | also    |
| a    | one   | will  | see    | may    | sentence  | around  |
| to   | had   | up    | number | part   | man       | farm    |
| in   | by    | other | no     | over   | think     | three   |
| is   | words | about | way    | new    | say       | small   |
| you  | but   | out   | could  | sound  | great     | set     |
| that | not   | many  | people | take   | where     | put     |
| it   | what  | then  | my     | only   | help      | end     |
| he   | all   | them  | than   | little | through   | does    |
| was  | were  | these | first  | work   | much      | another |
| for  | we    | so    | water  | know   | before    | well    |
| on   | when  | some  | been   | place  | line      | large   |
| are  | your  | her   | called | years  | right     | must    |
| as   | can   | would | who    | live   | too       | big     |
| with | said  | make  | am     | me     | means     | even    |
| his  | there | like  | its    | back   | old       | such    |
| they | use   | him   | now    | give   | any       | because |
| I    | an    | into  | find   | most   | same      | turn    |
|      | each  | time  | long   | very   | tell      | here    |
| at   | which | ha    | down   | after  | boy       | why     |
| be   | she   | look  | day    | thing  | following | asked   |
| this | do    | two   | did    | our    | came      | went    |

**LANGUAGE ARTS CURRICULUM**  
**Second Grade High Frequency Word List**

|           |         |           |           |         |           |
|-----------|---------|-----------|-----------|---------|-----------|
| men       | mother  | never     | beginning | took    | girl      |
| read      | answer  | started   | life      | river   | sometimes |
| need      | found   | city      | always    | four    | mountains |
| land      | study   | earth     | those     | carry   | cut       |
| different | still   | eyes      | both      | state   | young     |
| home      | learn   | light     | paper     | once    | talk      |
| us        | should  | thought   | together  | book    | soon      |
| move      | America | head      | got       | hear    | list      |
| try       | world   | under     | group     | stop    | song      |
| kind      | high    | story     | often     | without | being     |
| hand      | every   | saw       | run       | second  | leave     |
| picture   | near    | left      | important | later   | family    |
| again     | add     | don't     | until     | miss    | it's      |
| change    | food    | few       | children  | idea    |           |
| off       | between | while     | side      | enough  |           |
| play      | own     | along     | feet      | eat     |           |
| spell     | below   | might     | car       | face    |           |
| air       | country | close     | miles     | watch   |           |
| away      | plants  | something | night     | far     |           |
| animals   | last    | seemed    | walked    | Indians |           |
| house     | school  | next      | white     | really  |           |
| point     | father  | heard     | sea       | almost  |           |
| page      | keep    | open      | began     | let     |           |
| letters   | trees   | example   | grow      | above   |           |

**LANGUAGE ARTS CURRICULUM**  
**Second Grade High Frequency Word List – Teacher List**

Student's Name: \_\_\_\_\_ Teacher/School: \_\_\_\_\_

Date: \_\_\_\_\_ Score: \_\_\_\_\_/300 Date: \_\_\_\_\_ Score: \_\_\_\_\_/300 Date: \_\_\_\_\_ Score: \_\_\_\_\_/300

|      |       |       |        |        |          |           |
|------|-------|-------|--------|--------|----------|-----------|
| the  | be    | an    | make   | been   | little   | great     |
| of   | this  | each  | like   | called | work     | where     |
| and  | have  | which | him    | who    | know     | help      |
| a    | from  | she   | into   | am     | place    | through   |
| to   | or    | do    | time   | its    | years    | much      |
| in   | one   | how   | has    | now    | live     | before    |
| is   | had   | their | look   | find   | me       | line      |
| you  | by    | if    | two    | long   | back     | right     |
| that | words | will  | more   | down   | give     | too       |
| it   | but   | up    | write  | day    | most     | means     |
| he   | not   | other | go     | did    | very     | old       |
| was  | what  | about | see    | get    | after    | any       |
| for  | all   | out   | number | come   | thing    | same      |
| on   | were  | many  | no     | made   | our      | tell      |
| are  | we    | then  | way    | may    | just     | boy       |
| as   | when  | them  | could  | part   | name     | following |
| with | your  | these | people | over   | good     | came      |
| his  | can   | so    | my     | new    | sentence | want      |
| they | said  | some  | than   | sound  | man      | show      |
| I    | there | her   | first  | take   | think    | also      |
| at   | use   | would | water  | only   | say      | around    |

**LANGUAGE ARTS CURRICULUM**  
***Second Grade High Frequency Word List – Teacher List***

|           |         |         |           |          |           |
|-----------|---------|---------|-----------|----------|-----------|
| farm      | us      | world   | saw       | until    | enough    |
| three     | move    | high    | left      | children | eat       |
| small     | try     | every   | don't     | side     | face      |
| set       | kind    | near    | few       | feet     | watch     |
| put       | hand    | add     | while     | car      | far       |
| end       | picture | food    | along     | miles    | Indians   |
| does      | again   | between | might     | night    | really    |
| another   | change  | own     | close     | walked   | almost    |
| well      | off     | below   | something | white    | let       |
| large     | play    | country | seemed    | sea      | above     |
| must      | spell   | plants  | next      | began    | girl      |
| big       | air     | last    | hard      | grow     | sometimes |
| even      | away    | school  | open      | took     | mountains |
| such      | animals | father  | example   | river    | cut       |
| because   | house   | keep    | beginning | four     | young     |
| turn      | point   | trees   | life      | carry    | talk      |
| here      | page    | never   | always    | state    | soon      |
| why       | letters | started | those     | once     | list      |
| asked     | mother  | city    | both      | book     | song      |
| went      | answer  | earth   | paper     | hear     | being     |
| men       | found   | eyes    | together  | stop     | leave     |
| read      | study   | light   | got       | without  | family    |
| need      | still   | thought | group     | second   | it's      |
| land      | learn   | head    | often     | later    |           |
| different | should  | under   | run       | miss     |           |
| home      | America | story   | important | idea     |           |

**LANGUAGE ARTS CURRICULUM**  
*Lexile Level Chart*

| <b>Text Complexity<br/>Grade Band in the<br/>Standards</b> | <b>Old Lexile Ranges</b> | <b>Lexile Ranges<br/>Aligned to CCR<br/>Expectations</b> |
|------------------------------------------------------------|--------------------------|----------------------------------------------------------|
| <b>K – 1</b>                                               | N/A                      | N/A                                                      |
| <b>2 – 3</b>                                               | 450 – 725                | 450 – 790                                                |
| <b>4 – 5</b>                                               | 645 – 845                | 770 – 980                                                |
| <b>6 – 8</b>                                               | 860 – 1010               | 955 – 1155                                               |
| <b>9 – 10</b>                                              | 960 – 1115               | 1080 – 1305                                              |
| <b>11 – CCR</b>                                            | 1070 – 1220              | 1215 – 1355                                              |

## ***LANGUAGE ARTS CURRICULUM***

### ***Third Grade Curriculum Overview***

#### **Reading**

- **Fluency:** Students will adjust their reading rate to match increasingly complex text and purpose for reading, while using expression, phrasing, and intonation to enhance meaning.
- **Comprehension:** Students will apply a wide range of strategies in order to comprehend, interpret, evaluate, and appreciate a variety of increasingly complex texts.
- **Vocabulary/Word Analysis:** Students will use prior knowledge, context clues, graphic features, and structural analysis to predict, clarify, and/or expand word meaning and concepts.

#### **Writing**

- **Text Types:** Students will write opinion, informational, and experience (narrative) pieces.
- **Writing Conventions:** Students will apply knowledge of language and the conventions of Standard English grammar, spelling, mechanics, and structure when writing.
- **Writing Process:** Students will plan, draft, revise, edit, publish and reflect upon written work.
- **Writing Products:** Students will use the writing process to write routinely and communicate ideas effectively in order to express an opinion, examine a topic, and develop real or imagined stories.

**Research and Study Skills:** Students will conduct short research projects using evidence and information from a variety of sources, including technology, to build knowledge, participate in discussions, and to produce and publish writing.

**Speaking/Listening:** Students will attentively listen, question, build on the ideas of others, and show appropriate consideration of audience, purpose, and information to be conveyed.

**Collaboration and Inquiry:** Students will collaborate to gain knowledge and strengthen their understanding, using a variety of technological and informational resources.

## ***LANGUAGE ARTS CURRICULUM***

### ***Third Grade Common Core State Standards***

#### **Reading: Literature**

##### *Key Ideas and Details*

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

##### *Craft and Structure*

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

##### *Integration of Knowledge and Ideas*

- RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- RL.3.8 (Not applicable to literature).
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

##### *Range of Reading and Level of Text Complexity*

- RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

#### **Reading: Informational Text**

##### *Key Ideas and Details*

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

## ***LANGUAGE ARTS CURRICULUM***

### ***Third Grade Common Core State Standards***

- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### ***Craft and Structure***

- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 Distinguish their own point of view from that of the author of a text.

#### ***Integration of Knowledge and Ideas***

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

#### ***Range of Reading and Level of Text Complexity***

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### **Reading: Foundational Skills**

#### ***Phonics and Word Recognition***

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3b Decode words with common Latin suffixes.
- RF.3.3c Decode multisyllable words.
- RF.3.3d Read grade-appropriate irregularly spelled words.

#### ***Fluency***

- RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4a Read grade-level text with purpose and understanding.



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- RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Writing**

##### *Text Types and Purposes*

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1c Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- W.3.1d Provide a concluding statement or section.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.
- W.3.2c Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- W.3.2d Provide a concluding statement or section.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to signal event order.
- W.3.3d Provide a sense of closure.

##### *Production and Distribution of Writing*

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

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#### ***Research to Build and Present Knowledge***

- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.9 (Begins in grade 4).

#### ***Range of Writing***

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

#### ***Comprehension and Collaboration***

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

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#### **Language**

##### *Conventions of Standard English*

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1b Form and use regular and irregular plural nouns.
- L.3.1c Use abstract nouns (e.g., *childhood*).
- L.3.1d Form and use regular and irregular verbs.
- L.3.1e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1h Use coordinating and subordinating conjunctions.
- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a Capitalize appropriate words in titles.
- L.3.2b Use commas in addresses.
- L.3.2c Use commas and quotation marks in dialogue.
- L.3.2d Form and use possessives.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- L.3.2f Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

##### *Knowledge of Language*

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a Choose words and phrases for effect.
- L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

## **LANGUAGE ARTS CURRICULUM**

### ***Third Grade Common Core State Standards***

#### ***Vocabulary Acquisition and Use***

- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

# LANGUAGE ARTS CURRICULUM

## Third Grade Foundational Reading Skills

*How do letters and letter patterns form words?*  
*How does fluency support comprehension?*

| Grade Level Expectations                                                                                                                                                                                                    | Instructional Strategies                                                                                                                                                                   | Evidence of Learning                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phonics and Word Recognition                                                                                                                                                                                                |                                                                                                                                                                                            |                                                                                                                                                                                              |
| Know and apply grade-level phonics and word analysis skills to successfully decode words.                                                                                                                                   | <ul style="list-style-type: none"><li>• Word Work-<i>Fundations</i></li><li>• Shared/Interactive Reading</li></ul>                                                                         | <ul style="list-style-type: none"><li>• Observations</li><li>• Work Samples</li></ul>                                                                                                        |
| Identify and know the meaning of the most common prefixes and derivational suffixes, (e.g., <i>ex-,un-, re-, mis-, -ful, -less, -able, -tion</i> ).                                                                         |                                                                                                                                                                                            |                                                                                                                                                                                              |
| Decode and infer meanings from words with common Latin suffixes, (e.g., <i>-tion/-sion, -ture, -tive/-sive, -ify, -ity, -ment</i> ).                                                                                        |                                                                                                                                                                                            |                                                                                                                                                                                              |
| Decode multi-syllable words, (e.g., <i>supper, chimpanzee, refrigerator, terrible, frightening</i> ).                                                                                                                       |                                                                                                                                                                                            |                                                                                                                                                                                              |
| Read and write common high-frequency words by sight (See list of 600 words).                                                                                                                                                |                                                                                                                                                                                            |                                                                                                                                                                                              |
| Fluency                                                                                                                                                                                                                     |                                                                                                                                                                                            |                                                                                                                                                                                              |
| Read with sufficient accuracy and fluency, adjusting pace as needed to support comprehension, (e.g., <i>rereading if necessary</i> ).                                                                                       | <ul style="list-style-type: none"><li>• <a href="#">Repeated Readings</a></li><li>• Silent Reading</li><li>• <a href="#">Readers’ Theater</a></li><li>• Instructional Read Aloud</li></ul> | <ul style="list-style-type: none"><li>• Observations</li><li>• <a href="#">Running Records</a></li><li>• <a href="#">DRA</a></li><li>• <a href="#">Third Grade Sight Word List</a></li></ul> |
| Monitor comprehension while reading and incorporate reading <a href="#">cueing systems</a> , including: <b>meaning</b> (Does it make sense?), <b>structure</b> (Does it sound right?), <b>visual</b> (Does it look right?). |                                                                                                                                                                                            |                                                                                                                                                                                              |
| Read grade-level text with purpose, (e.g., <i>skimming for facts, scanning for key words</i> ) and understanding.                                                                                                           |                                                                                                                                                                                            |                                                                                                                                                                                              |
| Read grade-level prose and poetry orally with accuracy, appropriate rate (110-120+ words correct per minute for prose), and expression on successive readings.                                                              |                                                                                                                                                                                            |                                                                                                                                                                                              |

# LANGUAGE ARTS CURRICULUM

## Third Grade Reading Standards

*Why do we read?*  
*What reading strategies do good readers use to understand texts?*  
*What can we learn from print?*

| Grade Level Expectations                                                                                                                                                                                                                     | Instructional Strategies                                                                                                                                                                                                                                            | Evidence of Learning                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Ideas and Details</b>                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
| Activate prior knowledge before reading, e.g., <a href="#">Direct Reading-Thinking Activity</a> , <a href="#">KWL Chart</a> , <a href="#">Anticipation Guide</a> , <a href="#">Response Notebooks</a> . <b>RL.3.1 &amp; RI.3.1</b>           | <ul style="list-style-type: none"> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Instruction Read Alouds</a></li> <li>• <a href="#">Reader's Workshop Model</a></li> </ul> | <ul style="list-style-type: none"> <li>• Observations</li> <li>• Class discussions</li> <li>• Work Samples</li> <li>• <a href="#">DRA</a></li> <li>• Reader's Response Notebook</li> <li>• Reading Log</li> </ul> |
| Preview the text before reading and use text information to make a prediction and set a purpose for reading. <b>RL.3.1 &amp; RI.3.1</b>                                                                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
| Retell the events and key details of a fictional text, (e.g., <i>fables, folktales, and myths from diverse cultures</i> ). <b>RL.3.1 &amp; RL.3.2</b>                                                                                        |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
| Describe the characters in a story (e.g., <i>their traits, motivations, conflict, or feelings</i> ) and explain how their actions contribute to the sequence of events, citing explicit key details in the text. <b>RL.3.3</b>               |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
| Determine the central theme, message, lesson, or moral of a fictional text, citing supportive details. <b>RL.3.1 &amp; RL.3.2</b>                                                                                                            |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
| Determine the main idea of a nonfiction text; recount the key details and explain how they support the main idea. <b>RI.3.1 &amp; RI.3.2</b>                                                                                                 |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
| Describe the relationship between a series of historical events, scientific ideas or concepts, or procedures, using language that pertains to time, sequence, and cause/effect, based on information in the text. <b>RI.3.1 &amp; RI.3.3</b> |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
| Select and use relevant information from a fictional text, including major characters, important events and conflict/resolution to summarize the text. <b>RL.3.1 &amp; RL.3.2</b>                                                            |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |
| Select and use relevant information from a nonfiction text, including the main idea and major details to summarize the text. <b>RI.3.1 &amp; RI.3.2</b>                                                                                      |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |

**LANGUAGE ARTS CURRICULUM**  
**Third Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                                    | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                       | Evidence of Learning                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Make inferences and draw conclusions based on explicit information in the text. <b>RL.3.1, RL.3.2, RL.3.3, RI.3.1 &amp; RI.3.2</b>                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| Ask and answer questions to demonstrate understanding of explicit information from the text as the basis for answers. <b>RL.3.1 &amp; RI.3.1</b>                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| <b>Craft and Structure</b>                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| Use terms such as chapter, scene, and stanza when writing or speaking about a story, drama or poem. <b>RL.3.5</b>                                                                                                                                           | <ul style="list-style-type: none"><li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li><li>• <a href="#">Reciprocal Teaching</a></li><li>• <a href="#">Question – Answer Relationships (QAR)</a></li><li>• <a href="#">Graphic Organizers</a></li><li>• <a href="#">Instructional Read Alouds</a></li><li>• <a href="#">Reader’s Workshop Model</a></li></ul> | <ul style="list-style-type: none"><li>• Observations</li><li>• Class Discussions</li><li>• Work Samples</li><li>• <a href="#">DRA</a></li><li>• Reader’s Response Notebook</li><li>• Reading Log</li></ul> |
| Describe how each successive part of a story (chapter), drama (scene), and poem (stanza) builds on earlier sections. <b>RL.3.5</b>                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| Use text features and search tools, (e.g., <i>charts, glossaries, tables, key words, indexes, sidebars, hyperlinks</i> ) to efficiently locate information relevant to a given topic. <b>RI.3.5</b>                                                         |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| Identify the characteristics of a first-person narrative. <b>RL.3.6</b>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| Identify the narrator or characters’ point of view in a fictional text, and compare it to the readers’ viewpoint. <b>RL.3.6</b>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| Identify their own point of view from that of the author of a nonfiction text. <b>RI.3.6</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| Use phonetic, structural, sentence-level context, and graphic features to determine the meaning of a word or phrase, based on grade 3 reading and content. <b>RL.3.4, RI.3.4, L.3.4 &amp; L.3.4a</b>                                                        | <ul style="list-style-type: none"><li>• <a href="#">Graphic Organizers</a></li><li>• <a href="#">Instructional Read Alouds</a></li></ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Observations</li><li>• Class Discussions</li><li>• Work Samples</li></ul>                                                                                          |
| Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ). <b>See Grade 3 Greek &amp; Latin Word Elements Appendix L.3.4b</b> |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| Determine the root word and use it as a clue to the meaning of an unknown word with the same root, (e.g., <i>company/companion</i> ). <b>L.3.4c</b>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |
| Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <b>L.3.4d</b>                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                            |

**LANGUAGE ARTS CURRICULUM**  
**Third Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                    | Instructional Strategies                                                                                                                                                                                                         | Evidence of Learning                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrate understanding of word relationships and nuances in word meanings in context, (e.g., <i>take steps</i> ). <b>L.3.5</b>                                                                                                           |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |
| Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <b>L.3.5</b>                                                                             |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |
| Identify the author’s use of literary devices, (e.g., <i>similes</i> ). <b>L.3.5</b>                                                                                                                                                        |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |
| Distinguish the literal and nonliteral meanings of words and phrases in context, (e.g., <i>take steps</i> ). <b>L.3.5a</b>                                                                                                                  |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |
| Identify real-life connections between words and their use, (e.g., <i>describe people who are <b>friendly</b> or <b>helpful</b></i> ). <b>L.3.5b</b>                                                                                        |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |
| Distinguish shades of meaning among related words that describe states of mind or degrees of certainty, (e.g., <i>knew, believed, suspected, heard, wondered</i> ). <b>L.3.5c</b>                                                           |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |
| <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                   |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |
| Compare and contrast the themes, settings, and plots of fictional stories written by the same author about the same or similar characters, (e.g., <i>in a book series about the same character</i> ). <b>RL.3.9</b>                         | <ul style="list-style-type: none"><li>• Instructional Read Alouds</li><li>• Graphic Organizers</li><li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li><li>• <a href="#">Reader’s Workshop Model</a></li></ul> | <ul style="list-style-type: none"><li>• Graphic Organizers</li><li>• Work Samples</li><li>• Class and Small Group Discussion</li><li>• Reader’s Response Notebook</li><li>• Reading Log</li></ul> |
| Explain how specific aspects of a fictional text’s illustrations contribute to what is conveyed by the words in a story, (e.g., <i>create mood, emphasize aspects of a character or setting</i> ). <b>RL.3.7</b>                            |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |
| Use information gained from illustrations, (e.g., maps, charts, tables, photographs) and the words in a nonfiction text to demonstrate understanding of the text, (e.g., <i>where, when, why, and how key events occur</i> ). <b>RI.3.7</b> |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |
| Describe the logical connection between particular sentences and paragraphs in a nonfiction text, (e.g., <i>main idea/details, compare/contrast, cause/effect, first/second/third in a sequence</i> ). <b>RI.3.8</b>                        |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |
| Compare and contrast the most important points and key details presented in two nonfiction texts on the same topic. <b>RI.3.9</b>                                                                                                           |                                                                                                                                                                                                                                  |                                                                                                                                                                                                   |



# LANGUAGE ARTS CURRICULUM

## Third Grade Literary Experience

*What makes good literature?*

*How does reading help us to understand the world around us and ourselves?*

Students read a wide range of print and non-print texts to build understanding of texts, themselves and their world; to acquire new information and for personal enjoyment.

Range of Reading and Level of Text Complexity: By the end of third grade, students will ***proficiently and independently*** read and comprehend literature (including stories, dramas, and poetry) and informational texts (including history/social studies, science, and technical texts) at the high end of the grades 2-3 text complexity band, with scaffolding, as needed, at the high end of the band.

### **RL.3.10 & RI.3.10**

| Literature and Informational Texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Independent Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will be exposed to a balance of literary and informational texts:</p> <ul style="list-style-type: none"> <li>• Realistic and historical fiction</li> <li>• Short story (adventure, mysteries, graphic novels)</li> <li>• Visual texts (multimedia, posters, cartoons, charts, graphs, maps, history, technical)</li> <li>• Poetry (rhymes, limericks and free verse)</li> <li>• Drama (staged drama and brief familiar scenes)</li> <li>• Folktales, legends, myths</li> <li>• Digital sources on a range of topics</li> </ul> | <p>Students will self-select from a variety of texts and read a minimum of one book in each of the starred genres per trimester:</p> <ul style="list-style-type: none"> <li>• Contemporary, realistic fiction*</li> <li>• Mystery</li> <li>• Adventure/survival</li> <li>• Historical fiction*</li> <li>• Multicultural fiction</li> <li>• Fantasy, myths</li> <li>• Science fiction</li> <li>• Drama</li> <li>• Nonfiction text (biography, autobiographies, informational, or functional)*</li> </ul> |

# LANGUAGE ARTS CURRICULUM

## Third Grade Writing Standards

*Why do we write?*  
*What does good writing look like?*  
*What strategies do we use to improve our writing?*

| Grade Level Expectations                                                                                                                                                                                               | Instructional Strategies                                                                                                                                                                                                                                                                                                   | Evidence of Learning                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conventions of Standard English</b>                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Demonstrate command of the conventions of standard English <b><i>grammar and usage</i></b> when writing or speaking.                                                                                                   | <ul style="list-style-type: none"> <li>• <a href="#">Writer's Workshop</a></li> <li>• Individualized Spelling List Taken from Student's Writing</li> <li>• Spelling Lists Taken from Content Area Vocabulary</li> <li>• Morning Message</li> <li>• Handwriting Instruction/Practice</li> <li>• Teacher Modeling</li> </ul> | <ul style="list-style-type: none"> <li>• Spelling <a href="#">Assessments</a></li> <li>• <a href="#">Writer's Notebook</a></li> <li>• Journals</li> <li>• Observations</li> <li>• Work Samples</li> </ul> |
| Print and use cursive legibly, with correct letter formation and spacing between words.                                                                                                                                |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Explain the function of nouns, pronouns, verbs, adjectives, and adverbs.                                                                                                                                               |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Identify a noun, pronoun, verb, adjective and adverb in sentences.                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Form and use regular and irregular plural nouns, (e.g., <i>cat/cats, lunch/lunches, or knife/knives, tomato/tomatoes</i> ).                                                                                            |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Use abstract nouns, (e.g., <i>childhood, trust</i> ).                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Form and use regular and irregular verbs, (e.g., <i>walk/walked, work/worked, see/saw/seen, find/found</i> ).                                                                                                          |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Form and use the simple verb tenses, (e.g., <i>I walked; I walk; I will walk</i> ).                                                                                                                                    |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Use subject-verb and pronoun-antecedent agreement, (e.g., <i>John says he likes pizza. /John say he likes pizza; Terry was mad because he didn't make the team./Terry was mad because him didn't make the team.</i> ). |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Form and use comparative and superlative adjectives and adverbs, (e.g., <i>neat/neater/neatest; proud/prouder/proudest; recently/more recently/most recently</i> ).                                                    |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Use coordinating and subordinating conjunctions, (e.g., <i>and-Most children like cookies and milk; because-Because it is raining, we will take an umbrella to the game.</i> ).                                        |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |
| Produce simple, compound, and complex sentences, (e.g., <i>John and Tim play football every afternoon.; I tried to speak Spanish,</i>                                                                                  |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                           |

**LANGUAGE ARTS CURRICULUM**  
**Third Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Instructional Strategies | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <p><i>and my friend tried to speak English.; When Pat handed in his homework, he forgot to give the teacher the last page.).</i></p> <p>Demonstrate command of the conventions of standard English <b>capitalization, punctuation, and spelling</b> when writing.</p> <p>Capitalize appropriate words in titles.</p> <p>Use commas in addresses.</p> <p>Use commas and quotation marks in dialogue.</p> <p>Form and use possessives, (e.g., <i>the dog's house, the dogs' houses</i>).</p> <p>Use conventional spelling for high-frequency and other studied words, including adding suffixes to base words, (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>Use spelling patterns and generalizations in writing words, (e.g., <b>(word families)</b>; <b>(position-based spellings)</b>=e.g., Use "i before e, except after c, unless it says a as in "neighbor" and "weigh"); <b>(syllable patterns)</b>=e.g., CVC, CVCe, CVVC); <b>(ending rules)</b>=e.g., <i>dive/diving, happy/happiness, stop/stopped</i>); <b>meaningful word parts</b>=prefixes &amp; suffixes).</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> |                          |                      |

# LANGUAGE ARTS CURRICULUM

## Third Grade Writing Standards

*What does good writing look like?*  
*How do we use writing to communicate our ideas and opinions?*  
*How does writing help us to become better readers?*

| Grade Level Expectations                                                                                                                                                                                                                                                             | Instructional Strategies                                                                                                                                                          | Evidence of Learning                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Writing Process</u></b>                                                                                                                                                                                                                                                        |                                                                                                                                                                                   |                                                                                                                                 |
| <b>Plan:</b><br>After analyzing the audience and considering the task and purpose, generate ideas through conversation and brainstorming and determine an appropriate written, oral, or visual format.                                                                               | <ul style="list-style-type: none"> <li>• <a href="#">Mentor Texts</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Writing Work Samples</li> <li>• <a href="#">Writer's Notebook</a></li> </ul>           |
| <b>Draft:</b><br>Using ideas generated in the planning stage, write a well-elaborated topic that provides a sense of the author's voice.                                                                                                                                             | <ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>• Observations</li> <li>• Student/Teacher Conferencing</li> <li>• Class Books</li> </ul> |
| <b><u>Revise:</u></b><br>With guidance and support from adults and peers, develop and strengthen writing by increasing elaboration, checking for fluency and organization, fixing run-on sentences and fragments for clarity, and providing a sense of closure in the written piece. | <ul style="list-style-type: none"> <li>• Student/Teacher Conferencing</li> <li>• Peer Conferencing</li> <li>• <a href="#">Mini Lessons</a></li> <li>• Teacher Modeling</li> </ul> |                                                                                                                                 |
| <b>Edit:</b><br>Edit drafts for capitalization, punctuation, spelling, and grammar. Use multiple sources, e.g., dictionary, thesaurus, and glossary.<br><b>See Editing &amp; Revising Appendix</b>                                                                                   |                                                                                                                                                                                   |                                                                                                                                 |
| <b>Publish/Present:</b><br>With guidance and support from adults, publish and present final writing products in a variety of ways, (e.g., <i>Author's chair</i> , <i>reading aloud to parents</i> , <i>a writing portfolio</i> , etc).                                               |                                                                                                                                                                                   |                                                                                                                                 |
| <b>Reflect:</b><br>Critique work independently and in groups, explaining the strengths and weaknesses of the written piece, with a specific focus in mind, (e.g., <i>elaboration</i> , <i>word choice</i> , <i>fluency</i> ).                                                        |                                                                                                                                                                                   |                                                                                                                                 |

**LANGUAGE ARTS CURRICULUM**  
**Third Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                              | Instructional Strategies                                                                                                                                                                                                                                                                                     | Evidence of Learning                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing Production                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                  |
| With guidance and support from adults, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes and audiences. | <ul style="list-style-type: none"><li>• Word Processing</li><li>• Author’s Chair</li><li>• Peer Discussion</li><li>• Student/Teacher Conferencing</li></ul>                                                                                                                                                  |                                                                                                                                                                  |
| With guidance and support from adults, use technology to produce and publish writing (use keyboarding skills) as well as to interact and collaborate with others.                                                                     |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                  |
| Publish and present final products including a variety of multi-media components, (e.g., <i>record stories and poems, visual displays</i> ), when appropriate.                                                                        |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                  |
| Text Types and Purposes                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                  |
| Experience / Narrative                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                  |
| Students will develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                                                                                               | <ul style="list-style-type: none"><li>• <a href="#">Writer’s Workshop</a></li><li>• <a href="#">Writer’s Notebook</a></li><li>• <a href="#">Journal Writing</a></li><li>• <a href="#">Graphic Organizers</a></li><li>• <a href="#">Collaborative Writing</a></li><li>• <a href="#">Free Writes</a></li></ul> | <ul style="list-style-type: none"><li>• Student/Teacher Conferencing</li><li>• Observations</li><li>• Writing Work Samples</li><li>• Class Discussions</li></ul> |
| Write one multi-draft, publishable narrative<br><u>Student choices:</u> <ul style="list-style-type: none"><li>• Personal narrative</li><li>• Short story</li></ul>                                                                    |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                  |

**LANGUAGE ARTS CURRICULUM**  
**Third Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Instructional Strategies | Evidence of Learning |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <u><b>Student will:</b></u> <ul style="list-style-type: none"> <li>• <b>Engage the reader</b> by establishing a situation and introduce a narrator and /or characters</li> <li>• <b>Develop real or imagined experiences</b> or events</li> <li>• Use <b>effective techniques</b>: <ul style="list-style-type: none"> <li>• <b>Sequence</b> that unfolds naturally</li> <li>• Realistic <b>dialogue</b></li> <li>• <b>Description</b> to develop experiences and events or show the responses of characters to situations. (Show not Tell)</li> <li>• Variety of <b>temporal words</b> and phrases to signal the order of events, (e.g., <i>afterward, next, before</i>)</li> </ul> </li> </ul> |                          |                      |
| <ul style="list-style-type: none"> <li>• <b>Include specific words</b> and phrases and <b>sensory details</b> to convey experiences and events precisely</li> <li>• Include a <b>conclusion</b> that follows naturally from the sequence of experiences or events in the narrative</li> <li>• Write with <b>clarity and fluency</b>: no run-on sentences or sentence fragments</li> <li>• <b>Proofread</b>: no spelling mistakes, consistent verb tense with minimal punctuation and grammatical errors</li> </ul>                                                                                                                                                                              |                          |                      |
| <b>Explanatory / Informative</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |                      |
| <b>Students will write informative/explanatory pieces to examine a topic and convey ideas and information clearly.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                          |                      |
| <b>Write one multi-draft publishable informative/explanatory piece</b><br><u><b>Student choices:</b></u> <ul style="list-style-type: none"> <li>• Book review (write about a book you have recently read)</li> <li>• Informative news article</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Third Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Instructional Strategies | Evidence of Learning |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <b><u>Student will:</u></b> <ul style="list-style-type: none"> <li>• <b>Introduce a topic</b> with a clear purpose</li> <li>• <b>Group related information</b> by topic or idea</li> <li>• <b>Include formatting</b>, (<i>e.g., heading</i>), illustrations, and multimedia when useful to aid explanation.</li> <li>• <b>Develop the topic</b> with facts, definitions, details, quotations, or other information and examples related to the topic</li> <li>• <b>Paraphrase</b> information taken from sources</li> </ul>                                                                                                                                                                    |                          |                      |
| <ul style="list-style-type: none"> <li>• <b>Use precise language and content-specific vocabulary</b> to inform about or explain the topic, (<i>e.g., facts, figures, graphics, anecdotes, and quotes</i>)</li> <li>• <b>Link ideas</b> within categories of information using words and phrases, (<i>e.g., another, and, more, also, but</i>)</li> <li>• <b>Provide a concluding statement</b> or section related to the information or explanation presented</li> <li>• Write with <b>clarity and fluency</b>: no run- on sentences or sentence fragments</li> <li>• <b>Proofread</b>: no spelling mistakes, consistent verb tense with minimal punctuation and grammatical errors</li> </ul> |                          |                      |
| <b>Opinion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                          |                      |
| <b>Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                          |                      |
| <b>Write one multi-draft, publishable opinion</b><br><b><u>Student choices:</u></b> <ul style="list-style-type: none"> <li>• Persuasive piece, using “if-then” structure</li> <li>• Book or movie critique</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Third Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Instructional Strategies | Evidence of Learning |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <b><u>Student will:</u></b> <ul style="list-style-type: none"> <li>• Introduce a <b>topic with a clear purpose</b> and audience</li> <li>• <b>State an opinion</b></li> <li>• <b>Gather information</b> from sources to support the opinion</li> <li>• <b>Paraphrase</b> information taken from sources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |                      |
| <ul style="list-style-type: none"> <li>• Create an <b>organizational structure</b> <ul style="list-style-type: none"> <li>○ <b>Establish the focus</b> of each paragraph with a topic sentence</li> <li>○ <b>Organize paragraphs</b> effectively, (e.g., <i>list, cause/effect, order of importance</i>)</li> <li>○ <b>Reasons supported by facts and details</b></li> <li>○ <b>Link opinion and reasons</b> using words and phrases, (e.g., <i>because, therefore, for example, since</i>)</li> </ul> </li> <li>• Provide a <b>concluding statement</b> that paraphrases the opinion or point of view</li> <li>• Write with <b>clarity and fluency</b>: no run- on sentences or sentence fragments</li> <li>• <b>Proofread</b>: no spelling mistakes with minimal punctuation and grammatical errors</li> </ul> |                          |                      |
| <b><u>Poetry</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                      |
| <b>Write one multi- draft poem</b><br><b><u>Student choices:</u></b> <ul style="list-style-type: none"> <li>• Free verse</li> <li>• Haiku</li> <li>• Limericks</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                          |                      |



**LANGUAGE ARTS CURRICULUM**  
**Third Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Instructional Strategies | Evidence of Learning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <b><u>Student will:</u></b> <ul style="list-style-type: none"><li>• Write a <b>variety of poems</b>, including, but not limited to: free verse, quatrain, shape poems, and limericks.</li><li>• <b>Observe the environment</b> to get ideas for poems</li><li>• Use language to describe <b>how something looks, smells, tastes, feels and sounds</b></li><li>• <b>Clarify</b> the meaning; <b>remove extra words</b></li><li>• Use <b>figurative language</b> and other literary devices to convey strong feelings and images, such as <b>similes</b></li><li>• <b>See Literary Devices Appendix</b></li></ul> |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Third Grade Communication and Collaboration**

*What is effective listening?*

*How do we share what we know with others?*

*How does reading, listening, writing, and speaking help us to understand the world around us?*

Students participate as knowledgeable, creative, and reflective members of a literacy community.

Students use spoken, written, and visual language to research and share ideas, questions, and problems on issues or topics.

| Grade Level Expectations                                                                                                                                                                                                    | Instructional Strategies                                                                                                                                                                                                                         | Evidence of Learning                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and Collaboration</b>                                                                                                                                                                                      |                                                                                                                                                                                                                                                  |                                                                                                                                                      |
| With guidance and support from adults, conduct short research projects that build knowledge about a topic.                                                                                                                  | <ul style="list-style-type: none"> <li>• Morning Meeting</li> <li>• <a href="#">Instructional Read Aloud</a></li> <li>• Student Presentations</li> <li>• Group Discussions</li> <li>• <a href="#">Cooperative Learning Activities</a></li> </ul> | <ul style="list-style-type: none"> <li>• Observations</li> <li>• Class Discussions</li> <li>• Work Samples</li> <li>• <a href="#">DRA</a></li> </ul> |
| With guidance, select print, online, and/or multimedia sources with appropriate facts and relevant descriptive details related to the topic of research.                                                                    |                                                                                                                                                                                                                                                  |                                                                                                                                                      |
| Demonstrate note-taking strategies from print or digital sources by sorting evidence into teacher provided categories.                                                                                                      |                                                                                                                                                                                                                                                  |                                                                                                                                                      |
| With guidance and support, determine purpose, point of view, and audience, and choose an appropriate written, oral or visual format.                                                                                        |                                                                                                                                                                                                                                                  |                                                                                                                                                      |
| Demonstrate conventions of standard English, grammar, and usage when writing and speaking.                                                                                                                                  |                                                                                                                                                                                                                                                  |                                                                                                                                                      |
| Engage effectively in a range of collaborative discussions (one-on-one), in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |                                                                                                                                                                                                                                                  |                                                                                                                                                      |
| Prepare for classroom discussions, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                             |                                                                                                                                                                                                                                                  |                                                                                                                                                      |

**LANGUAGE ARTS CURRICULUM**  
***Third Grade Communication and Collaboration***

| Grade Level Expectations                                                                                                                                                                          | Instructional Strategies | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Follow agreed-upon rules for discussions, (e.g., <i>gaining the floor in respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion</i> ). |                          |                      |
| Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.                                                                   |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                                          | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| <b><u>Capitalization</u></b>                                                                             |   |   |   |   |   |   |
| 1. First word in sentence                                                                                | X | X | X | X | X | X |
| 2. First and last names                                                                                  | X | X | X | X | X | X |
| 3. Pronoun 'I'                                                                                           | X | X | X | X | X | X |
| 4. Titles                                                                                                |   |   |   |   |   |   |
| a. Publications ( <i>book, song, and magazines</i> )                                                     |   |   | X | X | X | X |
| b. Person's titles ( <i>Miss, Mr., Mrs., Dr.</i> )                                                       |   |   | X | X | X | X |
| 5. Dates, months                                                                                         |   | X | X | X | X | X |
| 6. Holidays                                                                                              |   |   | X | X | X | X |
| 7. Product Names                                                                                         |   |   | X | X | X | X |
| 8. Geographic Names                                                                                      |   |   | X | X | X | X |
| 9. Greeting/Closing of Friendly Letter                                                                   |   |   | X | X | X | X |
| 10. Dialogue                                                                                             |   |   |   | X | X | X |
| 11. Abbreviations for states ( <i>CA, CT</i> )                                                           |   |   |   |   | X | X |
| <b><u>Punctuation</u></b>                                                                                |   |   |   |   |   |   |
| 1. Recognizes and names ending punctuation                                                               | X | X | X |   |   |   |
| 2. Periods after abbreviations                                                                           |   |   | X | X | X | X |
| 3. Commas:                                                                                               |   |   |   |   |   |   |
| a. dates (Tuesday, November 8, 2009)                                                                     |   | X | X | X | X | X |
| b. single words in a series in a sentence                                                                |   | X | X | X | X | X |
| c. letter greetings and closings                                                                         |   |   | X | X | X | X |
| d. addresses (Waterford, CT)                                                                             |   |   | X | X | X | X |
| e. dialogue                                                                                              |   |   |   | X | X | X |
| f. compound sentences                                                                                    |   |   |   | X | X | X |
| g. complex sentences                                                                                     |   |   |   | X | X | X |
| h. before coordinating conjunction ( <i>I tried to run home quickly, but I got caught in the rain.</i> ) |   |   |   |   | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                         | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------|---|---|---|---|---|---|
| i. Set off the words ‘yes’ and ‘no’                                     |   |   |   |   |   | X |
| 4. Apostrophes:                                                         |   |   |   |   |   |   |
| a. contractions                                                         |   | X | X | X | X | X |
| b. possessives                                                          |   | X | X | X | X | X |
| 5. Quotation Marks:                                                     |   |   |   |   |   |   |
| a. dialogue                                                             |   |   | X | X | X | X |
| b. quotation within a quotation                                         |   |   |   |   |   | X |
| c. titles of works                                                      |   |   |   |   |   | X |
| 6. Hyphen-between syllables at line break                               |   |   |   |   | X | X |
| 7. Colon:                                                               |   |   |   |   |   |   |
| a. after greeting in business letter                                    |   |   |   |   | X | X |
| 8. Underlining                                                          |   |   |   |   |   |   |
| a. titles of works                                                      |   |   |   |   |   | X |
| 9. Italics                                                              |   |   |   |   |   |   |
| a. titles of works                                                      |   |   |   |   |   | X |
| <b>Usage:</b>                                                           |   |   |   |   |   |   |
| 1. Sentences                                                            |   |   |   |   |   |   |
| a. Simple Sentences                                                     | X | X | X | X | X | X |
| b. Compound Sentences (using and/or/but)                                |   | X | X | X | X | X |
| c. Complex Sentences                                                    |   |   |   | X | X | X |
| d. Correcting fragments and run-ons                                     |   |   |   |   | X | X |
| e. Recognize/use subject and predicate                                  |   |   |   |   | X | X |
| 2. Antonyms & Synonyms                                                  | X | X | X | X | X | X |
| 3. Nouns                                                                |   |   |   |   |   |   |
| a. Recognize and use                                                    |   | X | X | X | X | X |
| b. Explain function                                                     |   |   |   | X | X | X |
| c. Collective nouns (e.g., <i>group</i> , <i>pack</i> , <i>litter</i> ) |   |   | X | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                                                                                | K | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| d. Abstract nouns (e.g., <i>childhood, trust</i> )                                                                                             |   |   |   | X | X | X |
| 4. Pronouns                                                                                                                                    |   |   |   |   |   |   |
| a. Recognize and use                                                                                                                           |   | X | X | X | X | X |
| b. Explain function                                                                                                                            |   |   |   | X | X | X |
| c. Use personal, possessive, indefinite (e.g., <i>I, me, they, them, anyone, everything</i> ).                                                 |   | X | X | X | X | X |
| d. Reflexive Pronouns (e.g., <i>myself, yourself, himself</i> )                                                                                |   |   | X | X | X | X |
| e. Pronoun/antecedent agreement (e.g., <i>Terry was mad because he didn't make the team./Terry was mad because him didn't make the team.</i> ) |   |   |   | X | X | X |
| f. Relative Pronouns ( <i>who, whose, whom, which, that</i> )( <i>I told you about the woman who lives next door.</i> )                        |   |   |   |   | X | X |
| g. Correct placement ( <i>Jane and I went to the store</i> <b>NOT</b> <i>Me and Jane went to the store.</i> )                                  |   |   |   |   | X | X |
| h. Pronoun Referents (e.g., ' <i>Joe</i> ' in the text is represented by ' <i>I</i> '.)                                                        |   |   |   | X | X | X |
| 5. Verbs:                                                                                                                                      |   |   |   |   |   |   |
| a. Recognize and use                                                                                                                           |   | X | X | X | X | X |
| b. Explain function                                                                                                                            |   |   |   | X | X | X |
| c. regular: present, past, future (e.g., <i>walk/walked</i> )                                                                                  |   | X | X | X | X | X |
| d. irregular (e.g., <i>find/found</i> )                                                                                                        |   |   | X | X | X | X |
| e. progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i> ).                                                     |   |   |   |   | X | X |
| f. modal auxiliaries ( <i>can, may must: She must study very hard, NOT She musted study very hard.</i> )                                       |   |   |   |   | X | X |
| 6. Subject/verb agreement (e.g., <i>John says he likes pizza./John say he likes pizza</i> )                                                    |   |   |   | X | X | X |
| 7. Adjectives:                                                                                                                                 |   |   |   |   |   |   |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                         | K | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|---|
| a. Recognize and use                                                                    |   | X | X | X | X | X |
| b. Explain function                                                                     |   |   |   | X | X | X |
| c. Comparative/Superlative (e.g., <i>neat/neater/neatest</i> )                          |   |   |   | X | X | X |
| d. Order adjectives (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). |   |   |   |   | X | X |
| 8. Adverbs:                                                                             |   |   |   |   |   |   |
| a. Recognize and use                                                                    |   |   | X | X | X | X |
| b. Explain function                                                                     |   |   |   | X | X | X |
| c. Comparative/Superlative (e.g., <i>recently/more recently/most recently</i> )         |   |   |   | X | X | X |
| d. Relative Adverbs ( <i>where, when, why</i> )(- <i>the place where we met them</i> )  |   |   |   |   | X | X |
| 9. Prepositions                                                                         |   |   |   |   |   |   |
| a. Use frequently occurring (e.g., <i>during, beyond, toward</i> )                      |   | X | X | X | X | X |
| b. Recognize/explain function                                                           |   |   |   |   |   | X |
| c. Prepositional phrases (e.g., <i>from my grandmother</i> )                            |   |   |   |   | X | X |
| 10. Conjunctions:                                                                       |   |   |   |   |   |   |
| a. Recognize/explain function                                                           |   |   |   | X | X | X |
| b. Coordinating (e.g., <i>Pat likes cookies and milk.</i> )                             |   |   |   | X | X | X |
| c. Subordinating (e.g., <i>Because it was raining, I took an umbrella.</i> )            |   |   |   | X | X | X |
| 11. Interjections (e.g., <i>Hurry! You don't want to miss the bus!</i> )                |   |   |   |   |   |   |
| a. Recognize/explain function                                                           |   |   |   |   |   | X |
| 12. Possessives                                                                         |   |   |   |   |   |   |
| a. Form and use (e.g., <i>dog's house, dogs' houses</i> )                               |   |   |   | X | X | X |
| 13. Common prefixes (e.g., <i>re-,un-,non-,mis-,dis-,uni-,etc.</i> )                    |   |   |   | X | X | X |
| 14. Common suffixes (e.g., <i>-er, -es, -r, -ing</i> )                                  |   |   |   | X | X | X |
| 15. Special problems in usage                                                           |   |   |   |   |   |   |
| a. to, too, two                                                                         |   |   |   | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                            | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|----------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| b. there,their,they're                                                     |          |          |          | X        | X        | X        |
| c. its, it's                                                               |          |          |          |          | X        | X        |
| d. know,no                                                                 |          |          |          |          | X        | X        |
| e. whose,who's                                                             |          |          |          |          | X        | X        |
| f. hear,here                                                               |          |          |          | X        | X        | X        |
| g. a/an                                                                    |          |          | X        | X        | X        | X        |
| h. good/well                                                               |          |          |          | X        | X        | X        |
| i. our/are                                                                 |          |          |          | X        | X        | X        |
| j. your/you're                                                             |          |          |          | X        | X        | X        |
| k. then/than                                                               |          |          |          | X        | X        | X        |
| <b><u>Spelling</u></b>                                                     |          |          |          |          |          |          |
| 1. Simple words phonetically                                               | X        | X        |          |          |          |          |
| 2. Complex words phonetically                                              |          |          | X        | X        | X        |          |
| 3. High frequency grade-level words                                        | X        | X        | X        | X        | X        | X        |
| 4. Spelling patterns (e.g., -oy, -oi)                                      |          |          | X        | X        | X        | X        |
| 5. Spelling patterns (e.g., VCVe-game)                                     |          | X        | X        | X        | X        | X        |
| 6. Spelling patterns (e.g., VVCC-ouch; VVc-Eat)                            |          |          | X        | X        |          |          |
| 7. Blends & Digraphs (e.g., th,sh,wh,ch,br,ck,bl)                          |          | X        | X        | X        |          |          |
| 8. Compound Words                                                          |          | X        | X        | X        |          |          |
| 9. Double consonant rules (e.g., hop/hopping)                              |          |          |          |          | X        | X        |
| 10. Greek & Latin affixes and roots (port: transportation, report, import) |          |          |          |          | X        | X        |
| <b><u>Plurals</u></b>                                                      |          |          |          |          |          |          |
| a. Add /s/ or /es/ to nouns                                                | X        | X        | X        | X        | X        | X        |
| b. Irregular plural nouns (e.g., feet, mice)                               |          |          | X        | X        | X        | X        |
| <b><u>Affixes</u></b>                                                      |          |          |          |          |          |          |
| a. Add /un-/ /pre-/ /-ed/                                                  |          |          |          | X        | X        | X        |
| <b><u>Endings</u></b>                                                      |          |          |          |          |          |          |
| a. Add /ed/ or /ing/ endings                                               |          | X        | X        | X        | X        | X        |



**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                           | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|-------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| b. Add /-er/ /-est/ endings                                                               |          |          | X        | X        | X        | X        |
| c. Add suffixes (e.g. <i>cry/cries; happy/happiness</i> )                                 |          |          |          | X        | X        | X        |
| d. Add unusual suffix ( <i>ox/oxen, child/children</i> )                                  |          |          |          |          | X        | X        |
| e. Words ending in ‘o’ ( <i>radio/radios, rodeo/rodeos, kangaroo/kangaroos</i> )          |          |          |          |          | X        | X        |
| f. Change ‘f’ or ‘fe’ to v & add ‘es’ ( <i>shelf/shelves, life/lives, thief/thieves</i> ) |          |          |          |          | X        | X        |
| <b><u>Paragraph Conventions</u></b>                                                       |          |          |          |          |          |          |
| a. Indenting first line or skipping lines between paragraphs                              |          |          |          | X        | X        | X        |

## **LANGUAGE ARTS CURRICULUM**

### ***Literary Devices***

The reader will elaborate on the text and make judgments about the text's quality and themes by analyzing and evaluating the [author's craft](#), including the use of [literary devices](#) and textual elements.

|                                 | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Grade 6</b> | <b>Grade 7</b> | <b>Grade 8</b> |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <a href="#">Alliteration</a>    |                |                | X              | X              | X              | X              |
| Humor                           |                |                | X              | X              | X              | X              |
| <a href="#">Imagery</a>         |                |                | X              | X              | X              | X              |
| Idioms                          |                | X              | X              |                |                |                |
| <a href="#">Metaphor</a>        |                | X              | X              | X              | X              | X              |
| Adages                          |                | X              | X              |                |                |                |
| Proverbs                        |                | X              | X              |                |                |                |
| <a href="#">Onomatopoeia</a>    |                |                | X              | X              | X              | X              |
| <a href="#">Personification</a> |                |                | X              | X              | X              | X              |
| <a href="#">Point of View</a>   |                |                | X              | X              | X              | X              |
| <a href="#">Simile</a>          | X              | X              | X              | X              | X              | X              |
| <a href="#">Style</a>           |                |                | X              | X              | X              | X              |
| Use of Interesting Words        |                |                | X              | X              | X              | X              |
| Flashback                       |                |                |                | X              | X              | X              |
| Foreshadowing                   |                |                |                | X              | X              | X              |
| Bias                            |                |                |                |                | X              | X              |
| Dialect                         |                |                |                |                | X              | X              |
| <a href="#">Assonance</a>       |                |                |                |                |                | X              |
| <a href="#">Hyperbole</a>       |                |                |                |                |                | X              |
| Irony/Satire                    |                |                |                |                |                | X              |

**LANGUAGE ARTS CURRICULUM**  
**Third Grade Greek and Latin Word Elements**

| Root | Meaning               | Spelling Words                                       | Root  | Meaning                   | Spelling Words                                  | Root   | Meaning                                                  | Spelling Words                                    |
|------|-----------------------|------------------------------------------------------|-------|---------------------------|-------------------------------------------------|--------|----------------------------------------------------------|---------------------------------------------------|
| bi-  | two                   | bicycle<br>bifocals<br>biweekly<br>biceps            | tri-  | three                     | tricycle<br>triangle<br>triplets<br>triceratops | uni-   | one                                                      | unicycle<br>unicorn                               |
| pre- | before                | pretest<br>preteen<br>preheat<br>preview             | ex-   | out                       | extend<br>explore<br>exclude<br>explode         | un-    | not<br><br>the<br>opposite of                            | unkind<br>unwrap<br>unhappy<br>unequal            |
| re-  | again                 | recopy<br>rewrite<br>retake<br>review                | mis-  | incorrect<br><br>improper | mistreat<br>mismatch<br>misbehave<br>misjudge   | dis-   | negative,<br>not<br><br>free of,<br>undo                 | dislike<br>disobey<br>displace<br>disappear       |
| -ful | full of,<br>having    | colorful<br>tearful<br>painful                       | -less | without                   | hopeless<br>harmless<br>restless                | -able  | capable of<br>being,<br>doing<br>whatever<br>the root is | dependable<br>agreeable<br>laughable<br>favorable |
| -ion | the act,<br>result of | correction<br>protection<br>confession<br>discussion | tele- | distant,<br>far           | telephone<br>telescope<br>television            | photo- | light                                                    | photograph<br>photographer                        |

## ***LANGUAGE ARTS CURRICULUM***

### ***Third Grade Resources***

#### **Text Resources:**

Phonics: *Foundations* by Wilson Publishers; *Scholastic Children's Dictionary*; *Scholastic Children's Thesaurus*

Vocabulary: embedded in units of study

Reading Comprehension: embedded in units of study; *Lead 21* reading materials published by McGraw-Hill; guided reading titles from standardized list for Waterford Elementary Schools

Writing Conventions: *Foundations* by Wilson Publishers; *Mountain Language Centers* by Mountain Language; *A Fresh Approach to Teaching Punctuation* by Janet Angelillo; *Editing & Revising* by Empowering Writers

Writing Process: *Comprehensive Narrative Writing Guide* by Empowering Writers; *Units of Study for Teaching Writing, Grades 3-5* by Heinemann with supportive instructional read-aloud texts; *Using Picture Books to Teach Writing with the Traits* by Ruth Culham

Handwriting: *Foundations* by Wilson Publishers

Speaking/Listening and Reading Reflections/Behaviors: embedded in units of study

Spelling: *Foundations* by Wilson Publishers

## **LANGUAGE ARTS CURRICULUM**

### ***Third Grade Resources***

#### **Mentor / Read Aloud Texts:**

*A Bad Case of the Stripes*  
*A Picture Book of Jackie Robinson*  
*A River Ran Wild*  
*Amazing Grace*  
*Big Al*  
*Chrysanthemum*  
*Dear Mother, Dear Daughter*  
*Dinner at Aunt Connie's House*  
*Goin' Someplace Special*  
*Happy Birthday, Martin Luther King*  
*How is a Crayon Made?*  
*I Stink!*  
*If a Bus Could Talk: The Story of Rosa Parks*  
*If You Lived in Colonial Times*  
*If You Traveled West in a Covered Wagon*  
*Kitten's First Full Moon*  
*Letting Swift River Go*  
*Mia Hamm: Winners Never Quit*  
*Miss Rumphius*  
*My Deams of Martin Luther King*  
*Officer Buckle and Gloria*  
*One Green Apple*  
*Parts and More Parts*  
*Pigsty*  
*Eggbert, the Slightly Cracked Egg*  
*A Platypus, Probably*  
*Heroes*  
*The Raft*  
*The Princess and the Pizza*  
*The Empty Pot*  
*Beatrice's Goat*  
*This is the Dream*

*Quick as a Cricket*  
*Rotten Richie and the Ultimate Dare*  
*Scarecrow*  
*Snowflake Bentley*  
*Stand Tall, Molly Lou Melon*  
*Tar Beach*  
*Thank You, Mr. Falker*  
*The Great Kapok Tree*  
*The Honest-to-Goodness Truth*  
*The Name Jar*  
*The Paper Bag Princess*  
*The Relatives Came*  
*The Seashore Book*  
*The Secret Knowledge of Grown-Ups*  
*The Summer My Father was Ten*  
*The Wretched Stone*  
*Thunder Cake*  
*Tomas and the Library Lady*  
*Too Many Tamales*  
*Water Dance*  
*What is Matter?*  
*When I was Young in the Mountains*  
*When Sophie Gets Angry-Really, Really Angry*  
*White Socks Only*  
*Uncle Jed's Barbershop*  
*The Flag We Love*  
*Something Beautiful*  
*The School Nurse from the Black Lagoon*  
*Dear World*  
*Will We Miss Them? Endangered Species*  
*So you want to be The President?*  
*Going Home*

## **LANGUAGE ARTS CURRICULUM**

### ***Third Grade Resources***

*Weslandia*  
*Charlotte's Web*  
*The Pain and the Great One*  
*Owl Moon*  
*The Relatives Came*

*The Lotus Seed*  
*Frog and Toad are Friends*  
*Smoky Night*  
*A Chair for my Mother*  
*Punctuation Takes a Vacation*

#### **Technology Resources:**

<http://readwritethink.org>: Phonics/Word Study, Fluency, Vocabulary, Reading Comprehension, Writing Conventions, Writing Process  
[www.bbc.co.uk/schools/ks1bitesize/literacy](http://www.bbc.co.uk/schools/ks1bitesize/literacy): Phonics/Word Study, Reading Comprehension, Writing Conventions, Writing Process  
[www.roythezebra.com/reading-games-word-level.html](http://www.roythezebra.com/reading-games-word-level.html): Phonics/Word Study, Fluency, Reading Comprehension, Writing Conventions, Writing Process  
[www.spinandspell.com](http://www.spinandspell.com): Phonics/Word Study, Writing Conventions, Writing Process  
[www.earobics.com/gamegoo/gooney.html](http://www.earobics.com/gamegoo/gooney.html): Phonics/Word Study, Reading Comprehension, Listening  
<http://www.fun4thebrain.com/english.html>: Phonics/Word Study, Fluency, Vocabulary, Reading Comprehension, Writing Conventions, Writing Process  
[www.bbc.co.uk/schools/wordsandpictures/index.shtml](http://www.bbc.co.uk/schools/wordsandpictures/index.shtml): Phonics/Word Study, Writing Conventions, Writing Process  
[www.readinga-z.com](http://www.readinga-z.com): Fluency  
[www.timelessteacherstuff.com](http://www.timelessteacherstuff.com): Fluency, Reading Comprehension  
[www.earlyliterature.ecsd.net](http://www.earlyliterature.ecsd.net): Fluency  
[www.readerstheatre.ecsd.net](http://www.readerstheatre.ecsd.net): Fluency  
[www.wordle.net](http://www.wordle.net): Vocabulary, Reading Comprehension  
<http://bookwizard.scholastic.com/tbw/homePage.do>: Reading Comprehension, Reading Reflections/Behaviors  
[www.waterfordpubliclibrary.org/children/index.htm](http://www.waterfordpubliclibrary.org/children/index.htm): Reading Comprehension  
[www.starfall.com](http://www.starfall.com): Reading Comprehension  
[www.storyplace.org](http://www.storyplace.org): Reading Comprehension  
<http://teacher.scholastic.com/activities/scrapbook>: Reading Comprehension  
[www.storylineonline.net](http://www.storylineonline.net): Reading Comprehension, Listening  
<http://bookadventure.org>: Reading Comprehension  
[www.freereading.net](http://www.freereading.net): Reading Comprehension  
[www.inklesales.com/games/makeaword/index.shtml](http://www.inklesales.com/games/makeaword/index.shtml): Writing Conventions, Writing Process

## **LANGUAGE ARTS CURRICULUM**

### ***Third Grade Guided Reading Titles***

Listed below are the titles of grade 3 [guided reading](#) books that are common to all Waterford elementary schools. Many additional titles are available in the literacy libraries housed in all Waterford elementary schools. These books are intended to be used in a small-group instructional setting, which is why the [DRA](#) levels are provided. Teachers will select reading materials that are at an appropriate level for their students. This list is **not** intended to be a required list of reading materials. Teachers may want to add more titles to their classroom guided reading inventory and may find the following website from Scholastic Books to be helpful in determining the DRA level of assorted book titles: [www2.scholastic.com](http://www2.scholastic.com)

| <b>Book Title</b>                       | <b>DRA Level</b> | <b>Publisher</b>   |
|-----------------------------------------|------------------|--------------------|
| 1) James and the Giant Peach            | 40               | Puffin             |
| 2) Santiago's Silver Mine               | 38               | Simon and Schuster |
| 3) The Stories Julian Tells             | 28-30            | Turtleback         |
| 4) Ramona Quimby, Age 8                 | 38               | Dell               |
| 5) The Flunking of Joshua T. Bates      | 34               | Random House       |
| 6) Sarah, Plain and Tall                | 40               | Harper Collins     |
| 7) Helen Keller                         | 30               | Scholastic         |
| 8) Why Mosquitoes Buzz in People's Ears | 30               | Turtleback         |
| 9) Trash                                | 30               | Lerner             |
| 10) Spiders                             | 30-34            | Lerner             |

**LANGUAGE ARTS CURRICULUM**  
*Lexile Level Chart*

| <b>Text Complexity<br/>Grade Band in the<br/>Standards</b> | <b>Old Lexile Ranges</b> | <b>Lexile Ranges<br/>Aligned to CCR<br/>Expectations</b> |
|------------------------------------------------------------|--------------------------|----------------------------------------------------------|
| <b>K – 1</b>                                               | N/A                      | N/A                                                      |
| <b>2 – 3</b>                                               | 450 – 725                | 450 – 790                                                |
| <b>4 – 5</b>                                               | 645 – 845                | 770 – 980                                                |
| <b>6 – 8</b>                                               | 860 – 1010               | 955 – 1155                                               |
| <b>9 – 10</b>                                              | 960 – 1115               | 1080 – 1305                                              |
| <b>11 – CCR</b>                                            | 1070 – 1220              | 1215 – 1355                                              |



***LANGUAGE ARTS CURRICULUM***  
***Third Grade High Frequency Word List***

|           |          |             |          |          |             |
|-----------|----------|-------------|----------|----------|-------------|
| winter    | August   | under       | west     | January  | close       |
| party     | power    | built       | earth    | dance    | eye         |
| school    | felt     | difference  | by       | Mr.      | person      |
| able      | country  | answer      | small    | carry    | store       |
| front     | chick    | sail        | you're   | finish   | Wednesday   |
| spring    | boat     | little      | even     | return   | cost        |
| fact      | surprise | first       | know     | train    | reason      |
| side      | want     | city        | away     | week     | they        |
| your      | filled   | rest        | complete | great    | yard        |
| grass     | America  | were        | root     | skin     | cover       |
| children  | gold     | temperature | went     | teacher  | anything    |
| deep      | picked   | her         | his      | daughter | class       |
| been      | show     | child       | demand   | aunt     | them        |
| keep      | travel   | held        | right    | ring     | have        |
| something | kept     | president   | Thursday | Tuesday  | information |
| table     | equal    | soft        | people   | himself  | December    |
| why       | choose   | today       | bottom   | problem  | picture     |
| him       | rise     | place       | flowers  | doctor   | stone       |
| engine    | what     | July        | remember | father   | weather     |
| road      | farmers  | dark        | which    | bank     | edge        |
| sum       | decided  | milk        | describe | round    | called      |
| circle    | surface  | summer      | inside   | supply   | property    |
| eggs      | poor     | house       | build    | home     | English     |
| belong    | love     | ask         | arms     | enjoy    | climbed     |
| street    | enough   | direction   | remain   | one      | son         |
| simple    | clean    | sight       | trip     | base     | whole       |
| cross     | single   | use         | yellow   | good     | large       |

***LANGUAGE ARTS CURRICULUM***  
***Third Grade High Frequency Word List***

|           |           |          |           |            |            |
|-----------|-----------|----------|-----------|------------|------------|
| coast     | young     | cook     | suddenly  | couple     | type       |
| heart     | England   | both     | matter    | represent  | letter     |
| blue      | always    | receive  | island    | written    | desert     |
| became    | sky       | tomorrow | garden    | indicate   | broken     |
| report    | perhaps   | water    | drive     | consonant  | subject    |
| toward    | grew      | court    | finished  | government | thought    |
| cloud     | smiled    | early    | touch     | strong     | necessary  |
| beautiful | eight     | board    | save      | words      | feel       |
| energy    | suppose   | heavy    | either    | square     | common     |
| pounds    | hard      | strange  | students  | goes       | drop       |
| sugar     | fight     | weak     | wear      | cousin     | world      |
| wheels    | chin      | include  | would     | any        | region     |
| yours     | animal    | less     | lose      | point      | February   |
| plane     | decimal   | mouth    | much      | they're    | moon       |
| friend    | shown     | done     | breakfast | within     | fruit      |
| bring     | was       | bought   | electric  | village    | don't      |
| amount    | business  | position | record    | brought    | act        |
| heat      | following | chief    | thousands | about      | clothes    |
| many      | design    | solve    | whether   | stood      | silent     |
| years     | because   | fear     | down      | quickly    | practice   |
| dance     | trouble   | clear    | glass     | machine    | quiet      |
| size      | yesterday | national | among     | feelings   | understand |
| should    | check     | copy     | nothing   | course     | warm       |
| tried     | important | angle    | piece     | century    | job        |
| possible  | life      | color    | flew      | phrase     | least      |
| also      | mother    | result   | brother   | wash       | express    |
| shall     | each      | weight   | row       | syllable   | developed  |

***LANGUAGE ARTS CURRICULUM***  
***Third Grade High Frequency Word List***

|            |             |            |            |            |         |
|------------|-------------|------------|------------|------------|---------|
| myself     | language    | dry        | together   | says       | law     |
| between    | numeral     | hope       | wrote      | lead       | insects |
| during     | received    | rule       | condition  | ever       | general |
| come       | half        | study      | against    | speak      | figure  |
| process    | instruments | through    | building   | window     | divided |
| tiny       | suggested   | provide    | soil       | forest     | came    |
| wall       | wide        | write      | paste      | correct    | age     |
| melody     | valley      | monthly    | wrong      | after      | period  |
| guess      | fraction    | fly        | example    | work       | visit   |
| move       | material    | equation   | flow       | known      | lay     |
| metal      | iron        | probably   | mean       | question   | every   |
| interest   | industry    | there      | per        | cool       | voice   |
| gave       | finally     | human      | scientists | usually    | wish    |
| learn      | entered     | addition   | themselves | past       | sign    |
| factors    | present     | discovered | ready      | meet       | pushed  |
| happened   | symbols     | captain    | friends    | pair       | exactly |
| snow       | unit        | produce    | area       | from       | joined  |
| laugh      | whose       | suit       | never      | experiment | contain |
| measure    | ocean       | Europe     | itself     | distance   | women   |
| group      | direct      | company    | products   | bill       | quite   |
| dictionary | control     | million    | used       | again      | race    |
| other      | rolled      | follow     | knew       | will       | special |
| history    | stay        | nation     | means      | pattern    | time    |
| force      | here        | instead    | almost     | Saturday   | very    |
| cause      | main        | head       | consider   | wild       | wait    |
| open       | key         | gone       | system     | verb       | method  |
| different  | friendly    | evening    | wonder     | Monday     | largest |

***LANGUAGE ARTS CURRICULUM***  
***Third Grade High Frequency Word List***

|           |          |           |           |          |
|-----------|----------|-----------|-----------|----------|
| paragraph | month    | wire      | few       | best     |
| family    | inches   | raised    | state     | straight |
| exciting  | more     | then      | neighbor  | box      |
| continued | paint    | ice       | length    | send     |
| carefully | object   | note      | center    | bright   |
| become    | none     | cells     | seeds     | before   |
| ago       | I'll     | beside    | break     |          |
| word      | team     | although  | notice    |          |
| though    | won't    | thank     | moment    |          |
| started   | raise    | walked    | already   |          |
| reached   | test     | rather    | beginning |          |
| paper     | sharp    | that      | library   |          |
| over      | natural  | stars     | serve     |          |
| noun      | exercise | or        | of        |          |
| Mrs.      | caught   | members   | light     |          |
| legs      | those    | favorite  | stick     |          |
| middle    | rain     | reach     | behind    |          |
| increase  | woman    | separate  | lost      |          |
| hunting   | third    | their     | several   |          |
| game      | say      | service   | cents     |          |
| full      | own      | mind      | believe   |          |
| explain   | minutes  | only      | shouted   |          |
| dollars   | idea     | shape     | chance    |          |
| charge    | famous   | statement | being     |          |
| buy       | except   | section   | speed     |          |
| appear    | change   | often     | certain   |          |
| scale     | along    | might     | spread    |          |

# *LANGUAGE ARTS CURRICULUM*

## *Third Grade High Frequency Word List – Teacher List*

Student's Name: \_\_\_\_\_ Teacher / School: \_\_\_\_\_

Date: \_\_\_\_\_ Score: \_\_\_\_\_/600    Date: \_\_\_\_\_ Score: \_\_\_\_\_/600    Date: \_\_\_\_\_ Score: \_\_\_\_\_/600

|           |            |             |          |             |           |           |
|-----------|------------|-------------|----------|-------------|-----------|-----------|
| winter    | country    | first       | root     | aunt        | December  | many      |
| party     | chick      | city        | went     | ring        | picture   | years     |
| school    | boat       | rest        | his      | Tuesday     | stone     | dance     |
| able      | surprise   | were        | demand   | himself     | weather   | size      |
| front     | want       | temperature | right    | problem     | edge      | should    |
| spring    | filled     | her         | Thursday | doctor      | called    | tried     |
| fact      | America    | child       | people   | father      | property  | possible  |
| side      | gold       | held        | bottom   | bank        | English   | also      |
| your      | picked     | president   | flowers  | round       | climbed   | shall     |
| grass     | show       | soft        | remember | supply      | son       | young     |
| children  | travel     | today       | which    | home        | whole     | England   |
| deep      | kept       | place       | describe | enjoy       | large     | always    |
| been      | equal      | July        | inside   | one         | coast     | sky       |
| keep      | choose     | dark        | build    | base        | heart     | perhaps   |
| something | rise       | milk        | arms     | good        | blue      | grew      |
| table     | what       | summer      | remain   | close       | became    | smiled    |
| why       | farmers    | house       | trip     | eye         | report    | eight     |
| him       | decided    | ask         | yellow   | person      | toward    | suppose   |
| engine    | surface    | direction   | January  | store       | cloud     | hard      |
| road      | poor       | sight       | dance    | Wednesday   | beautiful | fight     |
| sum       | love       | use         | Mr.      | cost        | energy    | chin      |
| circle    | enough     | west        | carry    | reason      | pounds    | animal    |
| eggs      | clean      | earth       | finish   | they        | sugar     | decimal   |
| belong    | single     | by          | return   | yard        | wheels    | shown     |
| street    | under      | small       | train    | cover       | yours     | was       |
| simple    | built      | you're      | week     | anything    | plane     | business  |
| cross     | difference | even        | great    | class       | friend    | following |
| August    | answer     | know        | skin     | them        | bring     | design    |
| power     | sail       | away        | teacher  | have        | amount    | because   |
| felt      | little     | complete    | daughter | information | heat      | trouble   |

**LANGUAGE ARTS CURRICULUM**  
***Third Grade High Frequency Word List – Teacher List***

|           |            |           |            |             |            |            |
|-----------|------------|-----------|------------|-------------|------------|------------|
| yesterday | suddenly   | strong    | February   | measure     | main       | against    |
| check     | matter     | words     | moon       | group       | key        | building   |
| important | island     | square    | fruit      | dictionary  | friendly   | soil       |
| life      | garden     | goes      | don't      | other       | dry        | paste      |
| mother    | drive      | cousin    | act        | history     | hope       | wrong      |
| each      | finished   | any       | clothes    | force       | rule       | example    |
| cook      | touch      | point     | silent     | cause       | study      | flow       |
| both      | save       | they're   | practice   | open        | through    | mean       |
| receive   | either     | within    | quiet      | different   | provide    | per        |
| tomorrow  | students   | village   | understand | language    | write      | scientists |
| water     | wear       | brought   | warm       | numeral     | monthly    | themselves |
| court     | would      | about     | job        | received    | fly        | ready      |
| early     | lose       | stood     | least      | half        | equation   | friends    |
| board     | much       | quickly   | express    | instruments | probably   | area       |
| heavy     | breakfast  | machine   | developed  | suggested   | there      | never      |
| strange   | electric   | feelings  | myself     | wide        | human      | itself     |
| weak      | record     | course    | between    | valley      | addition   | products   |
| include   | thousands  | century   | during     | fraction    | discovered | used       |
| less      | whether    | phrase    | come       | material    | captain    | knew       |
| mouth     | down       | wash      | process    | iron        | produce    | means      |
| done      | glass      | syllable  | tiny       | industry    | suit       | almost     |
| bought    | among      | type      | wall       | finally     | Europe     | consider   |
| position  | nothing    | letter    | melody     | entered     | company    | system     |
| chief     | piece      | desert    | guess      | present     | million    | wonder     |
| solve     | flew       | broken    | move       | symbols     | follow     | says       |
| fear      | brother    | subject   | metal      | unit        | nation     | lead       |
| clear     | row        | thought   | interest   | whose       | instead    | ever       |
| national  | couple     | necessary | gave       | ocean       | head       | speak      |
| copy      | represent  | feel      | learn      | direct      | gone       | window     |
| angle     | written    | common    | factors    | control     | evening    | forest     |
| color     | indicate   | drop      | happened   | rolled      | together   | correct    |
| result    | consonant  | world     | snow       | stay        | wrote      | after      |
| weight    | government | region    | laugh      | here        | condition  | work       |

**LANGUAGE ARTS CURRICULUM**  
***Third Grade High Frequency Word List – Teacher List***

|            |           |          |           |           |
|------------|-----------|----------|-----------|-----------|
| known      | exactly   | explain  | wire      | break     |
| question   | joined    | dollars  | raised    | notice    |
| cool       | contain   | charge   | then      | moment    |
| usually    | women     | buy      | ice       | already   |
| past       | quite     | appear   | note      | beginning |
| meet       | race      | scale    | cells     | library   |
| pair       | special   | month    | beside    | serve     |
| from       | time      | inches   | although  | of        |
| experiment | very      | more     | thank     | light     |
| distance   | wait      | paint    | walked    | stick     |
| bill       | method    | object   | rather    | behind    |
| again      | largest   | none     | that      | lost      |
| will       | paragraph | I'll     | stars     | several   |
| pattern    | family    | team     | or        | cents     |
| Saturday   | exciting  | won't    | members   | believe   |
| wild       | continued | raise    | favorite  | shouted   |
| verb       | carefully | test     | reach     | chance    |
| Monday     | become    | sharp    | separate  | being     |
| law        | ago       | natural  | their     | speed     |
| insects    | word      | exercise | service   | certain   |
| general    | though    | caught   | mind      | spread    |
| figure     | started   | those    | only      | best      |
| divided    | reached   | rain     | shape     | straight  |
| came       | paper     | woman    | statement | box       |
| age        | over      | third    | section   | send      |
| period     | noun      | say      | often     | bright    |
| visit      | Mrs.      | own      | might     | before    |
| lay        | legs      | minutes  | few       |           |
| every      | middle    | idea     | state     |           |
| voice      | increase  | famous   | neighbor  |           |
| wish       | hunting   | except   | length    |           |
| sign       | game      | change   | center    |           |
| pushed     | full      | along    | seeds     |           |

## ***LANGUAGE ARTS CURRICULUM***

### ***Fourth Grade Curriculum Overview***

#### **Reading**

- **Fluency:** Students will adjust their reading rate to match increasingly complex text and purposes for reading, while using expression, phrasing, and intonation to enhance meaning.
- **Comprehension:** Students will apply a wide range of strategies in order to comprehend, interpret, evaluate, and appreciate a variety of increasingly complex texts.
- **Vocabulary/Word Analysis:** Students will use prior knowledge, context clues, graphic features and structural analysis to predict, clarify, and/or expand word meaning and concepts.

#### **Writing**

- **Text Types:** Students will write opinion, informational, and experience (narrative) pieces.
- **Writing Conventions:** Students will apply knowledge of language and the conventions of Standard English grammar, spelling, mechanics and structure when writing.
- **Writing Process:** Students will plan, draft, revise, edit, publish, and reflect upon written work.
- **Writing Products:** Students will use the writing process to write routinely and communicate ideas effectively in order to express an opinion, examine a topic, and develop real or imagined stories.

**Research and Study Skills:** Students will conduct short research projects using evidence and information from a variety of sources, including technology, to build knowledge, participate in discussions, and to produce and publish writing.

**Speaking/Listening:** Students will attentively listen, question, effectively build on the ideas of others, and show appropriate consideration of audience, purpose, and information to be conveyed.

**Collaboration and Inquiry:** Students will collaborate to gain knowledge and strengthen their understanding, using a variety of technological and informational resources.



## ***LANGUAGE ARTS CURRICULUM***

### ***Fourth Grade Common Core State Standards***

#### **Reading: Literature**

##### *Key Ideas and Details*

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

##### *Craft and Structure*

- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

##### *Integration of Knowledge and Ideas*

- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.8 (Not applicable to literature)
- RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

##### *Range of Reading and Level of Text Complexity*

- RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## ***LANGUAGE ARTS CURRICULUM***

### ***Fourth Grade Common Core State Standards***

#### **Reading: Informational Text**

##### *Key Ideas and Details*

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

##### *Craft and Structure*

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

##### *Integration of Knowledge and Ideas*

- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

##### *Range of Reading and Level of Text Complexity*

- RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### **Reading: Foundational Skills**

##### *Phonics and Word Recognition*

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

## ***LANGUAGE ARTS CURRICULUM***

### ***Fourth Grade Common Core State Standards***

- RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### ***Fluency***

- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.4.4a Read grade-level text with purpose and understanding.
- RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Writing**

##### ***Text Types and Purposes***

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- W.4.1b Provide reasons that are supported by facts and details.
- W.4.1c Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- W.4.1d Provide a concluding statement or section related to the opinion presented.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.2c Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.2e Provide a concluding statement or section related to the information or explanation presented.

#### **Speaking and Listening**

##### ***Comprehension and Collaboration***

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

## **LANGUAGE ARTS CURRICULUM**

### ***Fourth Grade Common Core State Standards***

- SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

#### ***Presentation of Knowledge and Ideas***

- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

### **Language**

#### ***Conventions of Standard English***

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.1a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- L.4.1b Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- L.4.1c Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- L.4.1d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- L.4.1e Form and use prepositional phrases.
- L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1g Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.2a Use correct capitalization.
- L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.

**LANGUAGE ARTS CURRICULUM**  
**Fourth Grade Common Core State Standards**

- L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
- L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

*Knowledge of Language*

- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3a Choose words and phrases to convey ideas precisely.
- L.4.3b Choose punctuation for effect.
- L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

*Vocabulary Acquisition and Use*

- L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

**LANGUAGE ARTS CURRICULUM**  
**Fourth Grade Foundational Reading Skills**

*How do letters and letter patterns form words?*  
*How does fluency support comprehension?*

| Grade Level Expectations                                                                                                                                       | Instructional Strategies                                                                                                                                                                        | Evidence of Learning                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Phonics and Word Recognition                                                                                                                                   |                                                                                                                                                                                                 |                                                                                                                                                                    |
| Know and apply grade-level phonics and word analysis skills in decoding words.                                                                                 | <ul style="list-style-type: none"><li>• <a href="#">Mini Lessons</a></li><li>• Literacy Centers</li><li>• Instructional Read Aloud</li></ul>                                                    | <ul style="list-style-type: none"><li>• Student Work Samples</li><li>• Observations</li><li>• Anecdotal Records in <a href="#">Guided Reading</a> Groups</li></ul> |
| Use knowledge of letter-sound correspondences, (e.g., <i>ch-</i> as in <i>machinery, chemistry and chip</i> ) and syllabication patterns.                      |                                                                                                                                                                                                 |                                                                                                                                                                    |
| Fluency                                                                                                                                                        |                                                                                                                                                                                                 |                                                                                                                                                                    |
| Read with sufficient accuracy and fluency, adjusting pace, (e.g., <i>rereading</i> ) as needed, to support comprehension.                                      | <ul style="list-style-type: none"><li>• <a href="#">Buddy Reading</a></li><li>• Silent Reading</li><li>• <a href="#">Reader's Theater</a></li><li>• <a href="#">Repeated Readings</a></li></ul> | <ul style="list-style-type: none"><li>• Observations</li><li>• <a href="#">Running Records</a></li><li>• <a href="#">DRA</a></li></ul>                             |
| Read grade-level text with purpose, (e.g., <i>skimming for facts, scanning for key words</i> ) and understanding,                                              |                                                                                                                                                                                                 |                                                                                                                                                                    |
| Read grade-level prose and poetry orally with accuracy, appropriate rate (120-135+ words correct per minute for prose), and expression on successive readings. |                                                                                                                                                                                                 |                                                                                                                                                                    |

# LANGUAGE ARTS CURRICULUM

## Fourth Grade Reading Standards

*Why do we read?*  
*What reading strategies do good readers use to understand texts?*  
*What can we learn from print?*

| Grade Level Expectations                                                                                                                                                                                                           | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                | Evidence of Learning                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Ideas and Details</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Activate prior knowledge before reading, e.g., <a href="#">Direct Reading-Thinking Activity</a> , <a href="#">KWL Chart</a> , <a href="#">Anticipation Guide</a> , <a href="#">Response Notebooks</a> . <b>RL.4.1 &amp; RI.4.1</b> | <ul style="list-style-type: none"> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Reciprocal Teaching</a></li> <li>• <a href="#">Question-Answer Relationship (QAR)</a></li> <li>• <a href="#">Summary rubric</a></li> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• <a href="#">Reader's Workshop Model</a></li> </ul> | <ul style="list-style-type: none"> <li>• Observations</li> <li>• Work Samples</li> <li>• Class Discussions</li> <li>• <a href="#">DRA</a></li> <li>• <a href="#">Summary rubric</a></li> <li>• Reader's Response Notebook</li> <li>• Reading Log</li> </ul> |
| Use information from the text to make a prediction and set the context for reading. <b>RL.4.1 &amp; RI.4.1</b>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Describe in depth a character, setting, or event in a fictional story or drama, drawing on specific details in the text, (e.g., <i>a character's thoughts, words, or actions</i> ). <b>RL.4.3</b>                                  |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Determine a theme of a fictional text, (e.g., <i>story, drama, or poetry</i> ) by citing and connecting key details from the text. <b>RL.4.1 &amp; RL.4.2</b>                                                                      |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Determine the main idea of a nonfiction text and explain how it is supported by key details in the text. <b>RI.4.1 &amp; RI.4.2</b>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Explain events, procedures, ideas, or concepts in a non-fiction text, including what happened and why, based on specific information in the text. <b>RI.4.1 &amp; RI.4.3</b>                                                       |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Select and use relevant information from a fictional text including the theme, major characters, and conflict, to summarize the text. <b>RL.4.1 &amp; RL.4.2</b>                                                                   |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Select and use relevant information from a nonfiction text including the main idea and major details to summarize the text. <b>RI.4.1 &amp; RI.4.2</b>                                                                             |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Make inferences and conclusions based on explicit and implicit text information. <b>RL.4.1, RL.4.2, RL.4.3, RI.4.1 &amp; RI.4.2</b>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |
| Use explicit or implied evidence from a text to explain a spoken or written conclusion. <b>RL.4.1, RL.4.2, RL.4.3, RI.4.1 &amp; RI.4.2</b>                                                                                         |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                             |

**LANGUAGE ARTS CURRICULUM**  
**Fourth Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                             | Instructional Strategies                                                                                                                                                                                                                  | Evidence of Learning                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |
| Use appropriate vocabulary when referencing the structure of a <b>poem</b> , (e.g., <i>verse, rhythm, meter</i> ) <b>drama</b> , (e.g., <i>cast, stage directions, dialogue</i> ) or <b>story</b> , (e.g., <i>characters, setting</i> ). <b>RL.4.5</b>                                                               | <ul style="list-style-type: none"> <li>• Mini- lessons</li> <li>• Word walls</li> <li>• Concept maps</li> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• <a href="#">Reader's Workshop Model</a></li> </ul> | <ul style="list-style-type: none"> <li>• Work Samples</li> <li>• Classroom Discussions</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">DRA</a></li> <li>• Reader's Response Notebook</li> <li>• Reading Log</li> </ul> |
| Explain major differences between poems, drama, and prose, and refer to the structural elements of <b>poems</b> , (e.g., <i>verse, rhythm, meter</i> ) and <b>drama</b> (e.g., <i>casts of characters, settings, descriptions, dialogue, stage directions</i> ) when writing or speaking about a text. <b>RL.4.5</b> |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |
| Describe the overall structure, (e.g., <i>chronology, comparison, cause/effect, problem/solution</i> ) of events, ideas, concepts, or information in a nonfiction text or part of a text. <b>RI.4.5</b>                                                                                                              |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |
| Preview the text before reading, examining chapter headings, illustrations or charts. <b>RI.4.5</b>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |
| Identify and compare the difference between first- and third person narration. <b>RL.4.6</b>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |
| Compare and contrast the author's point of view from which different fictional stories are narrated, including the difference between first- and third- person narrations. <b>RL.4.6</b>                                                                                                                             |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |
| Identify the differences between first- and secondhand account of a nonfiction text. <b>RI.4.6</b>                                                                                                                                                                                                                   |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |
| Compare and contrast a firsthand and secondhand account of the same event or topic in a nonfiction text; describe the differences in the authors' focus and the information provided. <b>RI.4.6</b>                                                                                                                  |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                             |



**LANGUAGE ARTS CURRICULUM**  
**Fourth Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                            | Instructional Strategies                                                                                                                                                                                                                                                   | Evidence of Learning                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary Acquisition and Use                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                            |                                                                                                                                                                   |
| Use phonetic, structural, contextual clues and graphic features, (e.g., <i>definitions, examples, or restatements in text</i> ) to determine or clarify the meanings of unknown and multiple meaning words, concepts, and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies, (e.g., <i>synonyms, antonyms</i> ). <b>RL.4.4, RI.4.4, L.4.4 &amp; L.4.4a</b> | <ul style="list-style-type: none"><li>• Word Wall</li><li>• Balanced Comprehensive Literacy Instruction</li><li>• Graphic Organizers</li><li>• Instructional Read Aloud</li><li>• Literacy Centers</li><li>• Response notebooks</li><li>• Whole class discussion</li></ul> | <ul style="list-style-type: none"><li>• Work Samples</li><li>• Observations</li><li>• DRA</li></ul>                                                               |
| Determine the meaning of words and phrases as they are used in text, including figurative language, word relationships, context, (e.g., <b>simple similes and metaphors</b> : <i>as pretty as a picture</i> ) ( <b>synonyms and antonyms</b> ).<br><b>See Literary Devices Appendix L.4.5, L.4.5a &amp; L.4.5c</b>                                                                                  |                                                                                                                                                                                                                                                                            |                                                                                                                                                                   |
| Recognize and explain the meaning of <b>common idioms, adages</b> , (e.g., <i>A penny saved is a penny earned</i> ), and <b>proverbs</b> , (e.g., <i>A dog is a man’s best friend</i> ).<br><b>See Literary Devices Appendix L.4.5b</b>                                                                                                                                                             |                                                                                                                                                                                                                                                                            |                                                                                                                                                                   |
| Consult reference materials, (e.g., <i>dictionaries, glossaries, thesauruses</i> ), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <b>L.4.4c</b>                                                                                                                                                                          |                                                                                                                                                                                                                                                                            |                                                                                                                                                                   |
| Use Greek and Latin affixes and roots as clues to the meaning of a word, (e.g., <i>telegraph, photograph, autograph</i> ).<br><b>See Grade 4 Greek &amp; Latin Word Elements Appendix L.4.4b</b>                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                            |                                                                                                                                                                   |
| Integration of Knowledge and Ideas                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            |                                                                                                                                                                   |
| Compare and contrast similar themes and topics in stories, myths, and traditional literature from different cultures. <b>RL.4.9</b>                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li><li>• <a href="#">Reader’s Workshop Model</a></li></ul>                                                                                                            | <ul style="list-style-type: none"><li>• Reading Response Notebooks</li><li>• Whole Class Discussions</li><li>• Graphic Organizers</li><li>• Reading Log</li></ul> |
| Make connections between the text of a story or drama and the <b>visual</b> , (e.g., <i>illustrations</i> ) or <b>oral presentation</b> , (e.g., <i>Book on Tape</i> ), identifying where each version reflects specific description and directions, noting specific examples of similarity and/or differences. <b>RL.4.7</b>                                                                       |                                                                                                                                                                                                                                                                            |                                                                                                                                                                   |

**LANGUAGE ARTS CURRICULUM**  
***Fourth Grade Reading Standards***

| <b>Grade Level Expectations</b>                                                                                                                                                                                                                              | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| Interpret information presented <b>visually, orally, or quantitatively</b> , (e.g., <i>in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages</i> ) and explain how the information contributes to meaning. <b>RI.4.7</b> |                                 |                             |
| Explain how an author uses reasons and evidence, to support particular points in a nonfiction text. <b>RI.4.8</b>                                                                                                                                            |                                 |                             |
| Integrate information from two texts on the same topic in order to write or speak about the subject. <b>RI.4.9</b>                                                                                                                                           |                                 |                             |

# LANGUAGE ARTS CURRICULUM

## Fourth Grade Literary Experience

*What makes good literature?*

*How does reading help us to understand the world around us and ourselves?*

Students read a wide range of print and non-print texts to build understanding of texts, themselves and their world; to acquire new information and for personal enjoyment.

Range of Reading and Level of Text Complexity: By the end of fourth grade, students will ***proficiently*** read and comprehend literature (including stories, dramas, and poetry) and informational texts (including history/social studies, science, and technical), at the high end of the grades 4-5 text complexity band, with scaffolding, as needed, at the high end of the range. **RL.4.10 & RI.4.10**

| Literature and Informational Texts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Independent Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will be exposed to a balance of literary and informational texts:</p> <ul style="list-style-type: none"> <li>• Realistic and historical fiction</li> <li>• Short story (adventure, mysteries, graphic novels)</li> <li>• Visual texts (multimedia, posters, cartoons, charts, graphs, maps, history, technical)</li> <li>• Poetry (rhymes, limericks and free verse)</li> <li>• Drama (staged drama and brief familiar scenes)</li> <li>• Folktales, legends, myths</li> <li>• Digital sources on a range of topics</li> </ul> | <p>Students will self-select from a variety of texts and read a minimum of one book in each of the starred genres per trimester:</p> <ul style="list-style-type: none"> <li>• Contemporary, realistic fiction</li> <li>• Mystery</li> <li>• Adventure/survival</li> <li>• Historical fiction</li> <li>• Multicultural fiction*</li> <li>• Fantasy, myths*</li> <li>• Science fiction</li> <li>• Drama</li> <li>• Nonfiction text (biography, autobiographies, informational, or functional)*</li> </ul> |

# LANGUAGE ARTS CURRICULUM

## Fourth Grade Writing Standards

*Why do we write?*  
*What does good writing look like?*  
*What strategies do we use to improve our writing?*

| Grade Level Expectations                                                                                                                  | Instructional Strategies                                                                                                                                                                                                                                         | Evidence of Learning                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conventions of Standard English</b>                                                                                                    |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Demonstrate command of the conventions of standard English <b><i>grammar and usage</i></b> when writing or speaking.                      | <ul style="list-style-type: none"> <li>• <a href="#">Writer's Workshop</a></li> <li>• <a href="#">Mini Lessons</a></li> <li>• Individualized Spelling Lists Taken from Students' Writing</li> <li>• Spelling Lists Taken from Content Area Vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Spelling <a href="#">Assessments</a></li> <li>• Work Samples</li> <li>• Observations</li> </ul> |
| Use relative pronouns, (e.g., <i>who, whose, whom, which, that</i> ) and relative adverbs, (e.g., <i>where, when, why</i> ).              |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Form and use the progressive, (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.                                 |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Use modal auxiliaries, (e.g., <i>can, may, must</i> ) to convey various conditions.                                                       |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Order adjectives within sentences according to conventional patterns, (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Form and use propositional phrases, (e.g., <i>from my grandmother; in the weedy, overgrown garden</i> ).                                  |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Recognize and use subject and predicate in sentences.                                                                                     |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Recognize and correct inappropriate sentence fragments and run-on sentences.                                                              |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Produce complete sentences when speaking and writing.                                                                                     |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Use subject-verb and pronoun antecedent agreement.                                                                                        |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Demonstrate command of the conventions on standard English <b><i>capitalization, punctuation, and spelling</i></b> when writing.          |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Spell grade appropriate words correctly, consulting references.                                                                           |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Correctly use frequently confused words, (e.g., <i>to, too, two; their, there</i> ).                                                      |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Use correct capitalization.                                                                                                               |                                                                                                                                                                                                                                                                  |                                                                                                                                          |
| Use commas and quotation marks to mark direct speech and quotations from a text; use punctuation for effect.                              |                                                                                                                                                                                                                                                                  |                                                                                                                                          |

# LANGUAGE ARTS CURRICULUM

## Fourth Grade Writing Standards

| Grade Level Expectations                                                                                                                         | Instructional Strategies | Evidence of Learning |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Use a comma before a coordinating conjunction in a compound sentence, (e.g., <i>We picked them up early, but they still missed their home</i> ). |                          |                      |

|                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What does good writing look like?</i></p> <p><i>How do we use writing to communicate our ideas and opinions?</i></p> <p><i>How does writing help us to become better readers?</i></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Grade Level Expectations                                                                                                                                                                                                                                               | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                          | Evidence of Learning                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Writing Process</u></b>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                         |
| <b>Plan:</b><br>After analyzing the audience and considering the task and purpose, generate ideas through conversation and brainstorming and determine an appropriate written, oral, or visual format.                                                                 | <ul style="list-style-type: none"> <li>• <a href="#">Writer's Workshop</a></li> <li>• Read Aloud <a href="#">Mentor Texts</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Collaboratively Planning</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• Student/Teacher Conferencing</li> <li>• Peer Conferencing</li> <li>• <a href="#">Mini Lessons</a></li> <li>• Teacher Modeling</li> </ul> | <ul style="list-style-type: none"> <li>• Writing Work samples</li> <li>• Student/Teacher Conferences</li> <li>• Anecdotal Records</li> <li>• Writing Journals</li> <li>• Class Books</li> <li>• Observations</li> </ul> |
| <b>Draft:</b><br>Complete an organized, coherent message that includes a well-elaborated topic that provides a sense of the author's voice.                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                         |
| <b><u>Revise:</u></b><br>With guidance and support from peers and adults, check for organization, clarity, fluency, and elaboration.                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                         |
| <b>Edit:</b><br>Edit for varied sentence length, grammar, spelling, punctuation, and capitalization.<br>Use multiple sources for assistance, (e.g., <i>dictionary, glossary, thesaurus</i> ) for proofreading and editing.<br><b>See Editing and Revising Appendix</b> |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                         |

**LANGUAGE ARTS CURRICULUM**  
**Fourth Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                  | Instructional Strategies                                                                                                                                                                                                                             | Evidence of Learning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>Publish/Present:</b><br>Publish and present final products, using a variety of technology, (e.g., <i>word processor, spreadsheet, multimedia, slideshow</i> ).<br>Make purposeful decisions about format, graphics, illustrations, and other features, (e.g., <i>photos, maps</i> ) based on audience. |                                                                                                                                                                                                                                                      |                      |
| <b>Reflect:</b><br>Critique work independently and in groups, explaining the strengths and weaknesses of the written piece, with a specific focus in mind, (e.g. <i>elaboration, fluency, and word choice</i> ).                                                                                          |                                                                                                                                                                                                                                                      |                      |
| <b>Writing Production</b>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                      |                      |
| Listen to or read a variety of genres to use as models for writing in different modes.                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• Word Processing</li><li>• Author’s Chair</li><li>• Peer Discussion</li><li>• Student/Teacher Conferencing</li></ul>                                                                                          |                      |
| With guidance and support from adults, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.                                                                    |                                                                                                                                                                                                                                                      |                      |
| Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.                                                                                                                                                                                                   |                                                                                                                                                                                                                                                      |                      |
| With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.                                                                                                                                    |                                                                                                                                                                                                                                                      |                      |
| <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                      |                      |
| <b>Experience / Narrative</b>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |                      |
| <b>Students will develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>                                                                                                                                                            | <ul style="list-style-type: none"><li>• <a href="#">Writer’s Workshop</a></li><li>• <a href="#">“Show, don’t tell” Strategy</a></li><li>• Writing Process</li><li>• Shared Writing</li><li>• Interactive Writing</li><li>• Modeled Writing</li></ul> |                      |
| <b>Write one multi-draft, publishable narrative</b><br><br><b><u>Student choices:</u></b> <ul style="list-style-type: none"><li>• Memoir</li><li>• Personal narrative</li><li>• Short story</li></ul>                                                                                                     |                                                                                                                                                                                                                                                      |                      |

**LANGUAGE ARTS CURRICULUM**  
**Fourth Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Instructional Strategies | Evidence of Learning |
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| <p><b><u>Student will:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Engage the reader</b> by establishing a situation and introduce a narrator and /or characters</li> <li>• <b>Develop real or imagined experiences</b> or events</li> <li>• Use <b>effective techniques</b>: <ul style="list-style-type: none"> <li>• <b>Sequence</b> that unfolds naturally</li> <li>• Realistic <b>dialogue</b></li> <li>• <b>Description</b> to develop experiences and events or show the responses of characters to situations (Show not Tell)</li> <li>• Variety of <b>transitional words</b> and phrases to manage the sequence of events, (e.g., <i>afterward</i>, <i>next</i>, <i>before</i>)</li> <li>• <b>Specific words</b> and phrases and <b>sensory details</b> to convey experiences and events precisely. Include literary devices as appropriate. <b>See Literary Devices Appendix</b></li> </ul> </li> <li>• Include a <b>conclusion</b> that follows naturally from the sequence of narrated experiences or events in the narrative</li> <li>• Write with <b>clarity and fluency</b>: no run- on sentences or sentence fragments</li> <li>• <b>Proofread</b>: no spelling mistakes, consistent verb tense with minimal punctuation and grammatical errors</li> </ul> |                          |                      |
| <b>Explanatory / Informative</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                          |                      |
| <p><b>Students will write informative/explanatory pieces to examine a topic and convey ideas and information clearly.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Fourth Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Instructional Strategies | Evidence of Learning |
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| <p><b>Write one multi-draft publishable informative/explanatory piece</b></p> <p><b><u>Student choices:</u></b></p> <ul style="list-style-type: none"> <li>• Book review, (e.g., <i>write about a book you have recently read</i>)</li> <li>• Informative news article</li> <li>• Informational piece, (e.g., <i>directions for playing a sport, how to execute the backstroke in swimming</i>).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |                      |
| <p><b><u>Student will:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Introduce a topic</b> with a clear purpose</li> <li>• <b>Group related information</b> in paragraphs and sections with topic sentences</li> <li>• <b>Include formatting</b>, (e.g., <i>heading</i>), illustrations, and multimedia when useful to aid explanation</li> <li>• <b>Develop the topic</b> with facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>• <b>Paraphrase</b> information taken from sources</li> <li>• <b>Use precise language and content-specific vocabulary</b> to inform about or explain the topic, (e.g., <i>facts, figures, graphics, anecdotes, and quotes</i>)</li> <li>• <b>Link ideas</b> within categories of information using words and phrases, (e.g., <i>another, for example, also, because</i>)</li> <li>• <b>Provide a concluding statement</b> or section related to the information or explanation presented</li> <li>• Write with <b>clarity and fluency</b>: no run- on sentences or sentence fragments</li> <li>• <b>Proofread</b>: no spelling mistakes, consistent verb tense with minimal punctuation and grammatical errors</li> </ul> |                          |                      |



**LANGUAGE ARTS CURRICULUM**  
**Fourth Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Instructional Strategies | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <b>Opinion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                          |                      |
| <b>Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                          |                      |
| <p><b>Write one multi-draft, publishable opinion</b></p> <p><u>Student choices:</u></p> <ul style="list-style-type: none"> <li>• Opinion piece, using “if-then” structure</li> <li>• Book or movie critique</li> <li>• Essay (persuade readers to think like the author on a social or world issue)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                          |                      |
| <p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>• Introduce a <b>topic with a clear purpose</b> and audience</li> <li>• <b>State an opinion</b></li> <li>• <b>Gather information</b> from sources to support the opinion</li> <li>• <b>Paraphrase</b> information taken from sources</li> <li>• Create an <b>organizational structure</b> in which ideas can be logically grouped by categories or ideas to support the writer’s point of view               <ul style="list-style-type: none"> <li>○ <b>Establish the focus</b> of each paragraph with a topic sentence</li> <li>○ <b>Organize paragraphs</b> effectively, (e.g., <i>list, cause/effect, order of importance</i>)</li> <li>○ <b>Reasons supported by facts and details</b></li> </ul> </li> <li>• <b>Link opinion and reasons</b> using words and phrases, (e.g., <i>for instance, in order to, in addition</i>) Provide a <b>concluding statement</b> that paraphrases the opinion or point of view</li> <li>• Write with <b>clarity and fluency</b>: no run- on sentences or sentence fragments</li> <li>• <b>Proofread</b>: no spelling mistakes, consistent verb tense with minimal punctuation and grammatical errors</li> </ul> |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Fourth Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Instructional Strategies | Evidence of Learning |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <b>Poetry</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                          |                      |
| <p><b>Write one multi-draft poem</b></p> <p><b><u>Student choices:</u></b></p> <ul style="list-style-type: none"> <li>• Free verse</li> <li>• Haiku</li> </ul> <p><b><u>Student will:</u></b></p> <ul style="list-style-type: none"> <li>• Understand poetry as a <b>unique way to communicate</b> and describe feelings, sensory images, ideas and stories</li> <li>• Write a <b>variety of poems</b>, including, but not limited to: free verse, haiku, cinquain, and limericks</li> <li>• Use <b>figurative language</b> and other <b>literary devices</b> to convey strong feelings and images, such as similes and metaphors</li> </ul> <p><b>See Literary Devices Appendix</b></p> |                          |                      |

# LANGUAGE ARTS CURRICULUM

## Fourth Grade Communication and Collaboration

*What is effective listening?  
How do we share what we know with others?  
How does reading, listening, writing, and speaking help us to understand the world around us?*

Students participate as knowledgeable, creative, and reflective members of a literacy community.

Students use spoken, written, and visual language to research and share ideas, questions, and problems on issues or topics.

| Grade Level Expectations                                                                                                                                                                                                                                                                  | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                         | Evidence of Learning                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and Collaboration</b>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                       |
| With guidance and support from adults, conduct short research projects that build knowledge through investigation of different aspects of a topic.                                                                                                                                        | <ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Class Discussions</li> <li>• <a href="#">Instructional Read Aloud</a></li> <li>• <a href="#">Buddy Reading</a></li> <li>• <a href="#">Reader's Theater</a></li> <li>• Morning Meeting</li> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• Note Taking/Marking</li> </ul> | <ul style="list-style-type: none"> <li>• Observations</li> <li>• Work Samples</li> <li>• Oral Presentations</li> <li>• <a href="#">DRA</a></li> </ul> |
| Demonstrate note-taking strategies.                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                       |
| Recall relevant information from experiences or gather relevant information from print and digital sources; paraphrase when taking notes and categorize information; provide a list of sources.                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                       |
| Determine purpose, point of view, and audience, and choose an appropriate written, oral or visual format.                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                       |
| Demonstrate command of the conventions of standard English, grammar, and usage when writing and speaking.                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                       |
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly through a variety of technological and informational resources. |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                       |
| Prepare for classroom discussions, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion.                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                       |

**LANGUAGE ARTS CURRICULUM**  
***Fourth Grade Communication and Collaboration***

| Grade Level Expectations                                                                                                                                                                                                                                      | Instructional Strategies | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Follow agreed-upon rules for discussions and carry out assigned roles, including posing and responding to specific questions to clarify or follow-up on information, and making comments that contribute to the discussion and link to the remarks of others. |                          |                      |
| Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                                                               |                          |                      |
| Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.                                                                                                                                                      |                          |                      |
| Publish and present final products including a variety of multi-media components, (e.g., <i>record stories and poems, visual displays</i> ), when appropriate.                                                                                                |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                                          | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| <b><u>Capitalization</u></b>                                                                             |   |   |   |   |   |   |
| 1. First word in sentence                                                                                | X | X | X | X | X | X |
| 2. First and last names                                                                                  | X | X | X | X | X | X |
| 3. Pronoun 'I'                                                                                           | X | X | X | X | X | X |
| 4. Titles                                                                                                |   |   |   |   |   |   |
| a. Publications ( <i>book, song, and magazines</i> )                                                     |   |   | X | X | X | X |
| b. Person's titles ( <i>Miss, Mr., Mrs., Dr.</i> )                                                       |   |   | X | X | X | X |
| 5. Dates, months                                                                                         |   | X | X | X | X | X |
| 6. Holidays                                                                                              |   |   | X | X | X | X |
| 7. Product Names                                                                                         |   |   | X | X | X | X |
| 8. Geographic Names                                                                                      |   |   | X | X | X | X |
| 9. Greeting/Closing of Friendly Letter                                                                   |   |   | X | X | X | X |
| 10. Dialogue                                                                                             |   |   |   | X | X | X |
| 11. Abbreviations for states ( <i>CA, CT</i> )                                                           |   |   |   |   | X | X |
| <b><u>Punctuation</u></b>                                                                                |   |   |   |   |   |   |
| 1. Recognizes and names ending punctuation                                                               | X | X | X |   |   |   |
| 2. Periods after abbreviations                                                                           |   |   | X | X | X | X |
| 3. Commas:                                                                                               |   |   |   |   |   |   |
| a. dates (Tuesday, November 8, 2009)                                                                     |   | X | X | X | X | X |
| b. single words in a series in a sentence                                                                |   | X | X | X | X | X |
| c. letter greetings and closings                                                                         |   |   | X | X | X | X |
| d. addresses (Waterford, CT)                                                                             |   |   | X | X | X | X |
| e. dialogue                                                                                              |   |   |   | X | X | X |
| f. compound sentences                                                                                    |   |   |   | X | X | X |
| g. complex sentences                                                                                     |   |   |   | X | X | X |
| h. before coordinating conjunction ( <i>I tried to run home quickly, but I got caught in the rain.</i> ) |   |   |   |   | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                         | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------|---|---|---|---|---|---|
| i. Set off the words ‘yes’ and ‘no’                                     |   |   |   |   |   | X |
| 4. Apostrophes:                                                         |   |   |   |   |   |   |
| a. contractions                                                         |   | X | X | X | X | X |
| b. possessives                                                          |   | X | X | X | X | X |
| 5. Quotation Marks:                                                     |   |   |   |   |   |   |
| a. dialogue                                                             |   |   | X | X | X | X |
| b. quotation within a quotation                                         |   |   |   |   |   | X |
| c. titles of works                                                      |   |   |   |   |   | X |
| 6. Hyphen-between syllables at line break                               |   |   |   |   | X | X |
| 7. Colon:                                                               |   |   |   |   |   |   |
| a. after greeting in business letter                                    |   |   |   |   | X | X |
| 8. Underlining                                                          |   |   |   |   |   |   |
| a. titles of works                                                      |   |   |   |   |   | X |
| 9. Italics                                                              |   |   |   |   |   |   |
| a. titles of works                                                      |   |   |   |   |   | X |
| <b>Usage:</b>                                                           |   |   |   |   |   |   |
| 1. Sentences                                                            |   |   |   |   |   |   |
| a. Simple Sentences                                                     | X | X | X | X | X | X |
| b. Compound Sentences (using and/or/but)                                |   | X | X | X | X | X |
| c. Complex Sentences                                                    |   |   |   | X | X | X |
| d. Correcting fragments and run-ons                                     |   |   |   |   | X | X |
| e. Recognize/use subject and predicate                                  |   |   |   |   | X | X |
| 2. Antonyms & Synonyms                                                  | X | X | X | X | X | X |
| 3. Nouns                                                                |   |   |   |   |   |   |
| a. Recognize and use                                                    |   | X | X | X | X | X |
| b. Explain function                                                     |   |   |   | X | X | X |
| c. Collective nouns (e.g., <i>group</i> , <i>pack</i> , <i>litter</i> ) |   |   | X | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                                                                                | K | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| d. Abstract nouns (e.g., <i>childhood, trust</i> )                                                                                             |   |   |   | X | X | X |
| 4. Pronouns                                                                                                                                    |   |   |   |   |   |   |
| a. Recognize and use                                                                                                                           |   | X | X | X | X | X |
| b. Explain function                                                                                                                            |   |   |   | X | X | X |
| c. Use personal, possessive, indefinite (e.g., <i>I, me, they, them, anyone, everything</i> ).                                                 |   | X | X | X | X | X |
| d. Reflexive Pronouns (e.g., <i>myself, yourself, himself</i> )                                                                                |   |   | X | X | X | X |
| e. Pronoun/antecedent agreement (e.g., <i>Terry was mad because he didn't make the team./Terry was mad because him didn't make the team.</i> ) |   |   |   | X | X | X |
| f. Relative Pronouns ( <i>who, whose, whom, which, that</i> )( <i>I told you about the woman who lives next door.</i> )                        |   |   |   |   | X | X |
| g. Correct placement ( <i>Jane and I went to the store</i> <b>NOT</b> <i>Me and Jane went to the store.</i> )                                  |   |   |   |   | X | X |
| h. Pronoun Referents (e.g., ' <i>Joe</i> ' in the text is represented by ' <i>I</i> '.)                                                        |   |   |   | X | X | X |
| 5. Verbs:                                                                                                                                      |   |   |   |   |   |   |
| a. Recognize and use                                                                                                                           |   | X | X | X | X | X |
| b. Explain function                                                                                                                            |   |   |   | X | X | X |
| c. regular: present, past, future (e.g., <i>walk/walked</i> )                                                                                  |   | X | X | X | X | X |
| d. irregular (e.g., <i>find/found</i> )                                                                                                        |   |   | X | X | X | X |
| e. progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i> ).                                                     |   |   |   |   | X | X |
| f. modal auxiliaries ( <i>can, may must: She must study very hard, NOT She musted study very hard.</i> )                                       |   |   |   |   | X | X |
| 6. Subject/verb agreement (e.g., <i>John says he likes pizza./John say he likes pizza</i> )                                                    |   |   |   | X | X | X |
| 7. Adjectives:                                                                                                                                 |   |   |   |   |   |   |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                         | K | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|---|
| a. Recognize and use                                                                    |   | X | X | X | X | X |
| b. Explain function                                                                     |   |   |   | X | X | X |
| c. Comparative/Superlative (e.g., <i>neat/neater/neatest</i> )                          |   |   |   | X | X | X |
| d. Order adjectives (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). |   |   |   |   | X | X |
| 8. Adverbs:                                                                             |   |   |   |   |   |   |
| a. Recognize and use                                                                    |   |   | X | X | X | X |
| b. Explain function                                                                     |   |   |   | X | X | X |
| c. Comparative/Superlative (e.g., <i>recently/more recently/most recently</i> )         |   |   |   | X | X | X |
| d. Relative Adverbs ( <i>where, when, why</i> )(- <i>the place where we met them</i> )  |   |   |   |   | X | X |
| 9. Prepositions                                                                         |   |   |   |   |   |   |
| a. Use frequently occurring (e.g., <i>during, beyond, toward</i> )                      |   | X | X | X | X | X |
| b. Recognize/explain function                                                           |   |   |   |   |   | X |
| c. Prepositional phrases (e.g., <i>from my grandmother</i> )                            |   |   |   |   | X | X |
| 10. Conjunctions:                                                                       |   |   |   |   |   |   |
| a. Recognize/explain function                                                           |   |   |   | X | X | X |
| b. Coordinating (e.g., <i>Pat likes cookies and milk.</i> )                             |   |   |   | X | X | X |
| c. Subordinating (e.g., <i>Because it was raining, I took an umbrella.</i> )            |   |   |   | X | X | X |
| 11. Interjections (e.g., <i>Hurry! You don't want to miss the bus!</i> )                |   |   |   |   |   |   |
| a. Recognize/explain function                                                           |   |   |   |   |   | X |
| 12. Possessives                                                                         |   |   |   |   |   |   |
| a. Form and use (e.g., <i>dog's house, dogs' houses</i> )                               |   |   |   | X | X | X |
| 13. Common prefixes (e.g., <i>re-,un-,non-,mis-,dis-,uni-,etc.</i> )                    |   |   |   | X | X | X |
| 14. Common suffixes (e.g., <i>-er, -es, -r, -ing</i> )                                  |   |   |   | X | X | X |
| 15. Special problems in usage                                                           |   |   |   |   |   |   |
| a. to, too, two                                                                         |   |   |   | X | X | X |



**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                            | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------|---|---|---|---|---|---|
| b. there,their,they're                                                     |   |   |   | X | X | X |
| c. its, it's                                                               |   |   |   |   | X | X |
| d. know,no                                                                 |   |   |   |   | X | X |
| e. whose,who's                                                             |   |   |   |   | X | X |
| f. hear,here                                                               |   |   |   | X | X | X |
| g. a/an                                                                    |   |   | X | X | X | X |
| h. good/well                                                               |   |   |   | X | X | X |
| i. our/are                                                                 |   |   |   | X | X | X |
| j. your/you're                                                             |   |   |   | X | X | X |
| k. then/than                                                               |   |   |   | X | X | X |
| <b><u>Spelling</u></b>                                                     |   |   |   |   |   |   |
| 1. Simple words phonetically                                               | X | X |   |   |   |   |
| 2. Complex words phonetically                                              |   |   | X | X | X |   |
| 3. High frequency grade-level words                                        | X | X | X | X | X | X |
| 4. Spelling patterns (e.g., -oy, -oi)                                      |   |   | X | X | X | X |
| 5. Spelling patterns (e.g., VCVe-game)                                     |   | X | X | X | X | X |
| 6. Spelling patterns (e.g., VVCC-ouch; VVc-Eat)                            |   |   | X | X |   |   |
| 7. Blends & Digraphs (e.g., th,sh,wh,ch,br,ck,bl)                          |   | X | X | X |   |   |
| 8. Compound Words                                                          |   | X | X | X |   |   |
| 9. Double consonant rules (e.g., hop/hopping)                              |   |   |   |   | X | X |
| 10. Greek & Latin affixes and roots (port: transportation, report, import) |   |   |   |   | X | X |
| <b><u>Plurals</u></b>                                                      |   |   |   |   |   |   |
| a. Add /s/ or /es/ to nouns                                                | X | X | X | X | X | X |
| b. Irregular plural nouns (e.g., feet, mice)                               |   |   | X | X | X | X |
| <b><u>Affixes</u></b>                                                      |   |   |   |   |   |   |
| a. Add /un-/ /pre-/ /-ed/                                                  |   |   |   | X | X | X |
| <b><u>Endings</u></b>                                                      |   |   |   |   |   |   |
| a. Add /ed/ or /ing/ endings                                               |   | X | X | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                           | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|-------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| b. Add /-er/ /-est/ endings                                                               |          |          | X        | X        | X        | X        |
| c. Add suffixes (e.g. <i>cry/cries; happy/happiness</i> )                                 |          |          |          | X        | X        | X        |
| d. Add unusual suffix ( <i>ox/oxen, child/children</i> )                                  |          |          |          |          | X        | X        |
| e. Words ending in 'o' ( <i>radio/radios, rodeo/rodeos, kangaroo/kangaroos</i> )          |          |          |          |          | X        | X        |
| f. Change 'f' or 'fe' to v & add 'es' ( <i>shelf/shelves, life/lives, thief/thieves</i> ) |          |          |          |          | X        | X        |
| <b><u>Paragraph Conventions</u></b>                                                       |          |          |          |          |          |          |
| a. Indenting first line or skipping lines between paragraphs                              |          |          |          | X        | X        | X        |

## **LANGUAGE ARTS CURRICULUM**

### ***Literary Devices***

The reader will elaborate on the text and make judgments about the text's quality and themes by analyzing and evaluating the [author's craft](#), including the use of [literary devices](#) and textual elements.

|                                 | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Grade 6</b> | <b>Grade 7</b> | <b>Grade 8</b> |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <a href="#">Alliteration</a>    |                |                | X              | X              | X              | X              |
| Humor                           |                |                | X              | X              | X              | X              |
| <a href="#">Imagery</a>         |                |                | X              | X              | X              | X              |
| Idioms                          |                | X              | X              |                |                |                |
| <a href="#">Metaphor</a>        |                | X              | X              | X              | X              | X              |
| Adages                          |                | X              | X              |                |                |                |
| Proverbs                        |                | X              | X              |                |                |                |
| <a href="#">Onomatopoeia</a>    |                |                | X              | X              | X              | X              |
| <a href="#">Personification</a> |                |                | X              | X              | X              | X              |
| <a href="#">Point of View</a>   |                |                | X              | X              | X              | X              |
| <a href="#">Simile</a>          | X              | X              | X              | X              | X              | X              |
| <a href="#">Style</a>           |                |                | X              | X              | X              | X              |
| Use of Interesting Words        |                |                | X              | X              | X              | X              |
| Flashback                       |                |                |                | X              | X              | X              |
| Foreshadowing                   |                |                |                | X              | X              | X              |
| Bias                            |                |                |                |                | X              | X              |
| Dialect                         |                |                |                |                | X              | X              |
| <a href="#">Assonance</a>       |                |                |                |                |                | X              |
| <a href="#">Hyperbole</a>       |                |                |                |                |                | X              |
| Irony/Satire                    |                |                |                |                |                | X              |

**LANGUAGE ARTS CURRICULUM**  
**Fourth Grade Greek and Latin Elements**

| Root    | Meaning                            | Spelling Words                             | Root   | Meaning                                  | Spelling Words                                     | Root      | Meaning                       | Spelling Words                                      |
|---------|------------------------------------|--------------------------------------------|--------|------------------------------------------|----------------------------------------------------|-----------|-------------------------------|-----------------------------------------------------|
| auto-   | self                               | autopilot<br>autobiography<br>automobile   | therm- | heat                                     | thermometer<br>thermos<br>thermostat<br>geothermal | -tract-   | draw<br><br>pull              | tractor<br>contract<br>retract<br>attract           |
| -spect- | look, see                          | spectacles<br>inspector<br>spectator       | -port- | carry                                    | transport<br>export<br>portage                     | -dict-    | say, speak                    | dictate<br>dictionary<br>verdict                    |
| fore-   | before                             | forecast<br>foresee<br>forehead<br>forearm | non-   | not                                      | nonexistent<br>nontoxic<br>nonverbal<br>nontaxable | -scrib-   | write                         | scribble<br>scripture<br>subscribe<br>prescribe     |
| -rupt   | break                              | bankrupt<br>rupture<br>interrupt           | -ness  | state of<br><br>condition<br><br>quality | kindness<br>sadness<br>happiness                   | in-       | not                           | inaccurate<br>inactive<br>inefficient<br>inoperable |
| -y      | Adjective:<br>marked by,<br>having | hungry<br>angry<br>smeary<br>teary         | -ly    | Adverb:<br>in the<br>manner of           | happily<br>sadly<br>fluently                       | -ure      | Noun:<br>process,<br>function | exposure<br>measure<br>rupture                      |
| -ive    | causing<br><br>making              | abusive<br>disruptive<br>captive           | -fy    | make                                     | fortify<br>beautify<br>simplify                    | -ity, -ty | state of<br><br>quality       | celebrity<br>captivity<br>abnormality<br>civility   |

## ***LANGUAGE ARTS CURRICULUM***

### ***Fourth Grade Resources***

#### **Text Resources:**

Fluency: leveled texts from elementary literacy libraries; *Lead 21* reading materials published by McGraw-Hill; guided reading titles from standardized list for Waterford Elementary Schools

Vocabulary: embedded in units of study

Reading Comprehension: embedded in units of study; leveled texts from elementary literacy libraries; *Lead 21* reading materials published by McGraw-Hill; guided reading titles from standardized list for Waterford Elementary Schools

Writing Conventions: *G.U.M. (Grammar, Usage, Mechanics)* Workbooks; *Mountain Language Centers* by Mountain Language

Writing Process: *Comprehensive Narrative Writing Guide* and *Comprehensive Expository Writing Guide* by Empowering Writers; *Units of Study for Teaching Writing, Grades 3-5* by Heinemann with supportive instructional read-aloud texts

Speaking/Listening and Reading Reflections/Behaviors: embedded in units of study

Spelling: *Words Their Way* by Pearson Publishers

## **LANGUAGE ARTS CURRICULUM**

### ***Fourth Grade Resources***

#### **Mentor / Read Aloud Texts:**

*A Bad Case of the Stripes*  
*Eggbert, the Slightly Cracked Egg*  
*The Paper Crane*  
*A Platypus*  
*How I Learned*  
*Fishing Day*  
*Heroes*  
*One Green Apple*  
*My Rows and Piles of Coins*  
*The Story of Ruby Bridges*  
*One Hen: How One Small Loan Made a Big Difference*  
*The Raft*  
*Something Beautiful*  
*Henry's Freedom Box*  
*Proibiditi!*  
*A River Ran Wild*  
*Extra! Extra! Fairy-Tale News from Hidden Forest*  
*The Secret Knowledge of Grown-Ups*  
*The Stranger*  
*The Empty Pot*  
*Iditarod Dream: Dusty and His Sled Dogs Compete in Alaska's*  
*Jr. Iditarod*  
*The Other Side*  
*A Picnic in October*

*Just a Dream*  
*Remember: The Journey to School Integration*  
*Nettie's Trip South*  
*Rosa*  
*One Tiny Turtle*  
*Alaska*  
*My Rotten Redheaded Older Brother*  
*The Summer my Father was Ten*  
*Meet Danitra Brown*  
*Appalachia: The Voices of Sleeping Birds*  
*Thank You, Mr. Falker*  
*Goin' Someplace Special*  
*Pebble: A Story About Belonging*  
*The Bracelet*  
*Owl Moon*  
*Stealing Home: Jackie Robinson: Against the Odds*  
*My Dad is as Smelly as Dirty Socks*  
*Snow*  
*The Memory String*  
*Letting Swift River Go*  
*The Icky Bug Alphabet Book*  
*For the Love of Autumn*  
*Weslandia*  
*Sitti's Secrets*

#### **Technology Resources:**

*Reading A-Z website*  
*Study Island*  
*Interactive Promethean Board*

## **LANGUAGE ARTS CURRICULUM**

### ***Fourth Grade Guided Reading Titles***

Listed below are the titles of grade 4 [guided reading](#) books that are common to all Waterford elementary schools. Many additional titles are available in the literacy libraries housed in all Waterford elementary schools. These books are intended to be used in a small-group instructional setting, which is why the [DRA](#) levels are provided. Teachers will select reading materials that are at an appropriate level for their students. This list is **not** intended to be a required list of reading materials. Teachers may want to add more titles to their classroom guided reading inventory and may find the following website from Scholastic Books to be helpful in determining the DRA level of assorted book titles: [www2.scholastic.com](http://www2.scholastic.com)

| <b>Book Title</b>                                   | <b>DRA Level</b> | <b>Publisher</b>    |
|-----------------------------------------------------|------------------|---------------------|
| 1) Pocahontas and the Strangers                     | 38               | Scholastic          |
| 2) There's a Boy in the Girls' Bathroom             | 40               | Bullseye Books      |
| 3) The Kid in the Red Jacket                        | 38               | Bullseye Books      |
| 4) Stone Fox                                        | 38               | Harper Trophy       |
| 5) The Missing Gator of Gumbo Limbo                 | 50               | Harper Trophy       |
| 6) Owls in the Family                               | 38               | Bantam Skylark Book |
| 7) The Whipping Boy                                 | 40               | Troll Associates    |
| 8) Sadako and the Thousand Paper Cranes             | 40               | Dell Publishing     |
| 9) The Story of Sacajawea, Guide to Lewis and Clark | 44               | Yearling            |
| 10) The Secret Soldier                              | 40               | Scholastic          |
| 11) A Lion to Guard Us                              | 38               | Harper Trophy       |
| 12) Farmer Boy                                      | 40               | Harper Trophy       |
| 13) The Defenders                                   | 44               | Scholastic          |
| 14) Snow Treasure                                   | 40               | Scholastic          |
| 15) Dear Mr. Henshaw                                | 40               | Harper Trophy       |

**LANGUAGE ARTS CURRICULUM**  
***Lexile Level Chart***

| <b>Text Complexity<br/>Grade Band in the<br/>Standards</b> | <b>Old Lexile Ranges</b> | <b>Lexile Ranges<br/>Aligned to CCR<br/>Expectations</b> |
|------------------------------------------------------------|--------------------------|----------------------------------------------------------|
| <b>K – 1</b>                                               | N/A                      | N/A                                                      |
| <b>2 – 3</b>                                               | 450 – 725                | 450 – 790                                                |
| <b>4 – 5</b>                                               | 645 – 845                | 770 – 980                                                |
| <b>6 – 8</b>                                               | 860 – 1010               | 955 – 1155                                               |
| <b>9 – 10</b>                                              | 960 – 1115               | 1080 – 1305                                              |
| <b>11 – CCR</b>                                            | 1070 – 1220              | 1215 – 1355                                              |



## ***LANGUAGE ARTS CURRICULUM***

### ***Fifth Grade Curriculum Overview***

#### **Reading**

- **Fluency:** Students will adjust their reading rate to match increasingly complex text and purpose for reading, while using expression, phrasing, and intonation to enhance meaning.
- **Comprehension:** Students will apply a wide range of strategies in order to comprehend, interpret, evaluate, and appreciate a variety of increasingly complex texts.
- **Vocabulary/Word Analysis:** Students will use prior knowledge, context clues, graphic features, and structural analysis to predict, clarify, and/or expand word meaning and concepts.

#### **Writing**

- **Text Types:** Students will write opinion, informational, and experience (narrative) pieces.
- **Writing Conventions:** Students will apply knowledge of language and the conventions of standard English grammar, spelling, mechanics, and structure when writing.
- **Writing Process:** Students will plan, draft, revise, edit, publish, and reflect upon written work.
- **Writing Products:** Students will use the writing process to write routinely and communicate ideas effectively in order to express an opinion, examine a topic, and develop real or imagined stories.

**Research and Study Skills:** Students will conduct short research projects using evidence and information from a variety of sources, including technology, to build knowledge, participate in discussions, and to produce and publish writing.

**Speaking/Listening:** Students will attentively listen, question, effectively build on the ideas of others, and show appropriate consideration of audience, purpose, and information to be conveyed.

**Collaboration and Inquiry:** Students will collaborate to gain knowledge and strengthen their understanding, using a variety of technological and informational resources.

## ***LANGUAGE ARTS CURRICULUM***

### ***Fifth Grade Common Core State Standards***

#### **Reading: Literature**

##### *Key Ideas and Details*

- RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

##### *Craft and Structure*

- RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

##### *Integration of Knowledge and Ideas*

- RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL.5.8 (Not applicable to literature)
- RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

##### *Range of Reading and Level of Text Complexity*

- RI.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

#### **Reading: Informational Text**

##### *Key Ideas and Details*

- RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

## **LANGUAGE ARTS CURRICULUM**

### ***Fifth Grade Common Core State Standards***

- RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### ***Craft and Structure***

- RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### ***Integration of Knowledge and Ideas***

- RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### ***Range of Reading and Level of Text Complexity***

- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

### **Reading: Foundational Skills**

#### ***Phonics and Word Recognition***

- RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### ***Fluency***

- RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4a Read grade-level text with purpose and understanding.
- RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## **LANGUAGE ARTS CURRICULUM**

### ***Fifth Grade Common Core State Standards***

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Writing**

##### *Text Types and Purposes*

- W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- W.5.1b Provide logically ordered reasons that are supported by facts and details.
- W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- W.5.1d Provide a concluding statement or section related to the opinion presented.
- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2e Provide a concluding statement or section related to the information or explanation presented.
- W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3e Provide a conclusion that follows from the narrated experiences or events.

##### *Production and Distribution of Writing*

- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## **LANGUAGE ARTS CURRICULUM**

### ***Fifth Grade Common Core State Standards***

- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)
- W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

#### ***Research to Build and Present Knowledge***

- W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9a Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- W.5.9b Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

#### ***Range of Writing***

- W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

#### ***Comprehension and Collaboration***

- SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## **LANGUAGE ARTS CURRICULUM**

### ***Fifth Grade Common Core State Standards***

- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

#### ***Presentation of Knowledge and Ideas***

- SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

### **Language**

#### ***Conventions of Standard English***

- L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - L.5.1b Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
  - L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
  - L.5.1d Recognize and correct inappropriate shifts in verb tense.
  - L.5.1e Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L.5.2a Use punctuation to separate items in a series.
  - L.5.2b Use a comma to separate an introductory element from the rest of the sentence.
  - L.5.2c Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  - L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.
  - L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

#### ***Knowledge of Language***

- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - L.5.3b Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.

**LANGUAGE ARTS CURRICULUM**  
***Fifth Grade Common Core State Standards***

*Vocabulary Acquisition and Use*

- L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
- L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.5a Interpret figurative language, including similes and metaphors, in context.
- L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

# LANGUAGE ARTS CURRICULUM

## Fifth Grade Reading Standards

*Why do we read?*  
*What reading strategies do good readers use to understand texts?*  
*What can we learn from print?*

| Grade Level Expectations                                                                                                                                                                                                           | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Evidence of Learning                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Details and Ideas</b>                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |
| Know and apply grade level phonics and word analysis skills in decoding words.                                                                                                                                                     | <ul style="list-style-type: none"> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• <a href="#">Instructional Read Aloud</a></li> <li>• <a href="#">Buddy Reading</a></li> <li>• Silent Reading</li> <li>• <a href="#">Reader's Theater</a></li> <li>• Literacy Centers</li> <li>• <a href="#">Repeated Readings</a></li> <li>• <a href="#">Graphic organizers</a></li> <li>• <a href="#">Question-Answer Relationship (QAR)</a></li> <li>• <a href="#">Reader's Workshop Model</a></li> </ul> | <ul style="list-style-type: none"> <li>• Informal Observations</li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Running Records</a></li> <li>• <a href="#">DRA</a></li> <li>• Summary rubric</li> <li>• Reader's Response Notebook</li> <li>• Classroom Discussion</li> <li>• Reading Log</li> </ul> |
| Adjust rate of reading depending upon text difficulty, type of text, and prior knowledge of topic. (120-135+ WPM)                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |
| Use accuracy, expression, phrasing, and <a href="#">intonation</a> to support comprehension.                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |
| Activate prior knowledge before reading, e.g., <a href="#">Direct Reading-Thinking Activity</a> , <a href="#">KWL Chart</a> , <a href="#">Anticipation Guide</a> , <a href="#">Response Notebooks</a> . <b>RL.5.1 &amp; RI.5.1</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |
| Use information from the text to make a prediction based on what is read. <b>RL.5.1 &amp; RI.5.1</b>                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |
| Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text, (e.g., <i>how characters develop or interact</i> ). <b>RL.5.3</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |
| Determine important story elements, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. <b>RL.5.1 &amp; RL.5.2</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |
| Determine a theme within a fictional text (story, poem, or drama) and explain how it is conveyed with particular details. <b>RL.5.1 &amp; RL.5.2</b>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |
| Determine two or more main ideas within a nonfiction text and explain how they are supported by particular details. <b>RI.5.1 &amp; RI.5.2</b>                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |
| Explain the interactions between two or more individuals, events, and ideas in a historical, scientific, or technical text based on specific information in the text. <b>RI.5.1 &amp; RI.5.3</b>                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                          |



**LANGUAGE ARTS CURRICULUM**  
**Fifth Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                             | Instructional Strategies                                                                                                                                                                                                                                                                                                        | Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Select and use relevant information from the text in order to summarize events and/or ideas in the text, distinct from personal opinions or judgments. <b>RL.5.1, RL.5.2, RI.5.1 &amp; RI.5.2</b>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Make inferences and conclusions based on explicit and implicit text information. <b>RL.5.1, RL.5.2, RI.5.1 &amp; RI.5.2</b>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Quote accurately from the text for stated or implied evidence to draw and/or support a written or spoken conclusion. <b>RL.5.1 &amp; RI.5.2</b>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Explain the influence of setting on character and plot. <b>RL.5.3</b>                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Craft and Structure</b>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a story, drama or poem. <b>RL.5.5</b>                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• <a href="#">Stretch to Sketch</a></li><li>• <a href="#">Reciprocal Teaching</a></li><li>• Note Taking/Marking</li><li>• <a href="#">Buddy Reading</a></li><li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li><li>• <a href="#">Reader’s Workshop Model</a></li></ul> | <ul style="list-style-type: none"><li>• Work Samples</li><li>• <a href="#">Graphic Organizers</a></li><li>• Observations</li><li>• <a href="#">Response Notebooks</a></li><li>• Independent Book Projects</li><li>• Student - Generated Skits Showing an Understanding of Opposing Views</li><li>• <a href="#">DRA</a></li><li>• Classroom Discussion</li><li>• Reading Log</li></ul> |
| Compare and contrast the overall structure, (e.g., <i>chronology, comparison, cause/effect, problem/solution</i> ) of events, ideas, or information in two or more texts. <b>RI.5.5</b>                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Use <a href="#">text features</a> such as illustrations, diagrams, charts, bold print words, etc. to enhance understanding, (e.g., <i>how a chapter heading helps you think about the chapter</i> ). <b>RI.5.5</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Follow multistep directions in a procedural text and explain and/or follow the process. <b>RI.5.5</b>                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Recognize an author’s or narrator’s perspective and experiences, (e.g., <i>opinion about an idea, stand on an issue</i> ) and explain how that influences the events or topic. <b>RI.5.6</b>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Analyze multiple accounts of the same events or topic, noting similarities and differences in the point of view. <b>RI.5.6</b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                       |
| Use phonetic, structural, contextual clues and graphic features to determine and clarify the meaning of unknown and multiple meaning words, concepts, and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. ( <a href="#">synonyms</a> , <a href="#">antonyms</a> , <a href="#">homographs</a> ) <b>RL.5.4, RI.5.4, L.5.4 &amp; L.5.4a</b> | <ul style="list-style-type: none"><li>• <a href="#">Mini Lessons</a></li><li>• <a href="#">Class Discussions</a></li><li>• <a href="#">Word Walls</a></li><li>• <a href="#">Concept of Definition Map</a></li></ul>                                                                                                             | <ul style="list-style-type: none"><li>• Informal <a href="#">Assessments</a></li></ul>                                                                                                                                                                                                                                                                                                |

**LANGUAGE ARTS CURRICULUM**  
**Fifth Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Instructional Strategies                                                                                                                                                                                         | Evidence of Learning                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Determine the meaning of words and phrases as they are used in text, including figurative language, (e.g., <i>similes and metaphors</i>).<br/> <b>See Literary Devices Appendix RL.5.4, L.5.5 &amp; L.5.5b</b></p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.<br/> <b>See Literary Devices Appendix L.5.5b</b></p> <p>Consult dictionaries, thesauruses, and glossaries, both print and digital, to find or confirm precise word meanings and clarify pronunciations (syllabication, and parts of speech). <b>L.5.4c</b></p> <p>Use Greek and Latin affixes and roots as clues to the meaning of unknown or multisyllabic words.<br/> <b>See Grade 5 Greek and Latin Word Elements Appendix L.5.4b</b></p>                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• <a href="#">Possible Sentence Activity</a></li> </ul>                                                                                                                   |                                                                                                                                                                                                                                                                                                                             |
| <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                             |
| <p>Compare/contrast ideas, themes, and/or issues across multiple texts and genres. <b>RL.5.9 &amp; RI.5.9</b></p> <p>Analyze how visual and multimedia elements contribute to meaning, <b>tone</b>, or beauty of a text, (e.g., <a href="#">poetry</a>, <i>news articles, historical fiction, short stories, essays, picture books, &amp; visual texts, posters, cartoons</i>). <b>RL.5.7</b></p> <p>Compare and contrast stories in the same genre, (e.g., <i>mysteries and adventure stories</i>) on their approaches to similar themes and topics. <b>RL.5.9</b></p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly. <b>RI.5.7</b></p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. <b>RI.5.8</b></p> <p>Integrate information from several texts on the same topic demonstrating the ability to write or speak about the subject knowledgeably. <b>RI.5.9</b></p> | <ul style="list-style-type: none"> <li>• <a href="#">Literature Circles</a></li> <li>• <a href="#">Balanced Comprehensive Literacy Instruction</a></li> <li>• <a href="#">Reader's Workshop Model</a></li> </ul> | <ul style="list-style-type: none"> <li>• Student/Teacher Conferencing</li> <li>• Observations</li> <li>• Draft copies</li> <li>• Collaborative Presentations</li> <li>• Multimedia Presentations</li> <li>• <a href="#">Reading Response Notebooks</a></li> <li>• Whole Class Discussions</li> <li>• Reading Log</li> </ul> |

# LANGUAGE ARTS CURRICULUM

## Fifth Grade Literary Experience

*What makes good literature?  
How does reading help us to understand the world and ourselves?*

Students read a wide range of print and non-print texts to build understanding of texts, themselves and their world; to acquire new information and for personal enjoyment.

**Range of Reading and Level of Text Complexity:** By the end of fifth grade, students will *independently and proficiently* read and comprehend literature (including stories, dramas, and poetry) and informational texts (including history/social studies, science, and technical), at the high end of the grades 4-5 text complexity band, with scaffolding, as needed, at the high end of the range. **RL.5.10 & RI.5.10**

| Literature and Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Independent Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will read a balance of reading of literature and informational texts:</p> <ul style="list-style-type: none"> <li>• Realistic, scientific, and historical fiction</li> <li>• Short story (adventure, mysteries, graphic novels)</li> <li>• Visual texts (multimedia, posters, cartoons, charts, graphs, maps, historical, scientific, and economic accounts)</li> <li>• Poetry ( rhymes, limericks and free verse)</li> <li>• Drama (staged drama and brief familiar scenes)</li> <li>• Folktales, legends, myths</li> <li>• Digital sources on a range of topics</li> </ul> | <p>Students will self-select from a variety of texts and read a minimum of one book in each of the starred genres per trimester:</p> <ul style="list-style-type: none"> <li>• Multicultural fiction</li> <li>• Historical fiction*</li> <li>• Contemporary, realistic fiction</li> <li>• Mystery</li> <li>• Fantasy, myths</li> <li>• Science fiction</li> <li>• Adventure/survival*</li> <li>• Nonfiction (biography, autobiographies, informational, or functional)*</li> <li>• Drama</li> </ul> |

# LANGUAGE ARTS CURRICULUM

## Fifth Grade Writing Standards

Why do we write?  
 What does good writing look like?  
 What strategies do we use to improve our writing?

| Grade Level Expectations                                                                                                                                                                                                                                              | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                | Evidence of Learning                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conventions of Standard English</b>                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Demonstrate command of the conventions of standard English <b><i>grammar and usage</i></b> when writing and speaking.                                                                                                                                                 | <ul style="list-style-type: none"> <li>• <a href="#">Writer's Workshop</a></li> <li>• <a href="#">Balanced Comprehensive Writing Instruction</a></li> <li>• Individualized Spelling Lists Taken from Students' Writing</li> <li>• Spelling Lists Taken from Content Area</li> <li>• <a href="#">Writer's Workshop</a></li> <li>• <a href="#">Mini Lessons</a></li> <li>• Teacher Modeling</li> <li>• Small-Group Instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Journals</li> <li>• Spelling <a href="#">Assessments</a></li> <li>• Work Samples</li> <li>• Observations</li> </ul> |
| Explain the function of conjunctions, (e.g., <i>correlative conjunctions either/or, neither/nor</i> ), prepositions, and interjections and their function within specific sentences.                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Use verb tense to convey appropriate and consistent time, sequence, and conditions, (e.g., <b><i>the perfect tenses: I had walked, I have walked, I will have walked</i></b> ).                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Recognize and correct inappropriate shifts in verb tense.                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Use subject-verb and pronoun antecedent agreement.                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Demonstrate command of the conventions of <b><i>capitalization, punctuation, and spelling</i></b> when writing.                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Use punctuation to separate items in a series.                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Use a comma to separate an introductory element from the rest of the sentence.                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Use a comma to <b>set off the words yes and no</b> , (e.g., <i>Yes, thank you.</i> ) to <b>set off a tag question</b> from the rest of the sentence, (e.g., <i>It's true, isn't it?</i> ) and to <b>indicate direct address</b> , (e.g., <i>Is that you, Steve?</i> ) |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Use underlining, quotation marks, or italics to indicate titles of works.                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Spell grade- appropriate words correctly, consulting references.                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Recognize and use subject and predicate in sentences.                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Recognize and correct inappropriate fragments and run-ons.                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |
| Produce complete sentences.                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                              |

# LANGUAGE ARTS CURRICULUM

## Fifth Grade Writing Standards

| Grade Level Expectations                                                                  | Instructional Strategies | Evidence of Learning |
|-------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Correctly use frequently confused words, (e.g., <i>to/too/two</i> , <i>there/their</i> ). |                          |                      |

|                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What does good writing look like?</i></p> <p><i>How do we use writing to communicate our ideas and opinions?</i></p> <p><i>How does writing help us to become better readers?</i></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Grade Level Expectations                                                                                                                                                                                                                                      | Instructional Strategies                                                                                                                                                                                                                                       | Evidence of Learning                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing Process</b>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                  |
| <b>Plan:</b><br>Gather and organize information from multiple sources to address a topic, (e.g., <i>graphic organizers, brainstorming, collaborations, research</i> ).                                                                                        | <ul style="list-style-type: none"> <li>• Writer’s workshop</li> <li>• Read Aloud Mentor Texts</li> <li>• Graphic Organizers</li> <li>• Student teacher conferences</li> <li>• Peer conferencing</li> <li>• Mini Lessons</li> <li>• Teacher modeling</li> </ul> | <ul style="list-style-type: none"> <li>• Writing work samples</li> <li>• Student/ teacher conferences</li> <li>• Anecdotal records</li> <li>• Writing Journals</li> <li>• Class Books</li> </ul> |
| <b>Draft:</b><br>Complete an organized, coherent message that draft, demonstrates connections among ideas, supported by information gathered during planning stage.                                                                                           |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                  |
| <b>Revise:</b><br>With guidance and support from peers and adults, check organization, clarity, fluency, and elaboration.                                                                                                                                     |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                  |
| <b>Edit:</b><br>Use multiple resources, (e.g., <i>dictionary, glossary, and thesaurus</i> ) for proofreading and editing.<br>Edit for spelling, punctuation, capitalization, grammar, and varied sentence length.<br><b>See Editing and Revising Appendix</b> |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                  |

**LANGUAGE ARTS CURRICULUM**  
**Fifth Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                            | Instructional Strategies                                                                                                                                                    | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>Publish/Present:</b><br>Publish and present final products, using a variety of technology, (e.g., <i>word processor, spreadsheet, multimedia, slideshow</i> ).<br>Make purposeful decisions about format, graphics, illustrations, and other features, (e.g., <i>captioned photos, maps</i> ) based on audience. |                                                                                                                                                                             |                      |
| <b>Reflect:</b><br>Critique work independently and in groups, explaining the strengths and weaknesses of the written piece with a specific focus in mind, (e.g., <i>My sentence <u>fluency</u> has improved because I now vary the beginnings of my sentences</i> ).                                                |                                                                                                                                                                             |                      |
| <b>Writing Production</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                             |                      |
| Listen to or read a variety of genres to use as models for writing in different modes.                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>• Word Processing</li><li>• <a href="#">Author’s Chair</a></li><li>• Peer Discussion</li><li>• Student/Teacher Conferencing</li></ul> |                      |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                                                                                                                   |                                                                                                                                                                             |                      |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                |                                                                                                                                                                             |                      |
| With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                                                                                                      |                                                                                                                                                                             |                      |
| Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.                                                                                                                                                                                                            |                                                                                                                                                                             |                      |
| With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as collaborate with others.                                                                                                                                                              |                                                                                                                                                                             |                      |
| <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                             |                      |
| <b>Experience / Narrative</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                             |                      |
| Write one multi-draft, publishable narrative                                                                                                                                                                                                                                                                        |                                                                                                                                                                             |                      |

**LANGUAGE ARTS CURRICULUM**  
***Fifth Grade Writing Standards***

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Instructional Strategies | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <p><b><u>Student choices:</u></b></p> <ul style="list-style-type: none"> <li>• Memoir</li> <li>• Personal narrative</li> <li>• Short story</li> </ul> <p><b><u>Student will:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Develop real or imagined experiences</b> or events</li> <li>• Use <b>effective techniques:</b> <ul style="list-style-type: none"> <li>○ Engage (hook) the reader and <b>draw them into the story</b></li> <li>○ <b>Establish a setting or situation</b>, introduce narrator, character(s)</li> <li>○ <b>Descriptive details</b> (Show not Tell) to develop experiences and events or show the responses of characters to situations</li> <li>○ <b>Specific words and phrases, sensory details</b></li> <li>○ Natural/ <b>logical sequence</b> - pacing</li> <li>○ <b>Realistic dialogue</b></li> <li>○ <b>Variety of transitional words</b>, phrases, and clauses</li> </ul> </li> <li>• <b>Provide a conclusion</b> that follows from the experiences or events</li> <li>• Write with <b>clarity and fluency:</b> no run-on sentences or sentence fragments</li> <li>• <b>Proofread:</b> no spelling mistakes, consistent verb tense with minimal punctuation and grammatical errors</li> </ul> |                          |                      |
| <b>Explanatory / Informative</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                          |                      |
| Write one multi-draft, publishable, informative/explanatory piece.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Fifth Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Instructional Strategies | Evidence of Learning |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <p><b><u>Student choices:</u></b></p> <ul style="list-style-type: none"> <li>• Informational piece, (e.g., <i>directions for playing a sport, how to execute the backstroke in swimming</i>)</li> <li>• Informative news article</li> <li>• Book review (write about a book you have recently read)</li> </ul> <p><b><u>Student will:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Examine a topic</b> and convey ideas and information clearly</li> <li>• <b>Introduce a topic</b> with a clear purpose</li> <li>• <b>Select and organize relevant information</b></li> <li>• <b>Group information logically</b> using paragraphs and sections</li> <li>• <b>Include formatting</b>, (e.g., <i>headings</i>), illustrations, and multimedia when useful to aid explanation</li> <li>• <b>Develop and explain the topic</b> with facts, definitions, concrete details, quotations, examples</li> <li>• <b>Link ideas</b> within categories of information, using words, phrases, and clauses, (e.g., <i>especially, unlike, compared to</i>)</li> <li>• <b>Use precise language and content specific vocabulary</b> to explain or inform the reader about the topic</li> <li>• Provide a <b>concluding statement</b> consistent with purpose and the information or explanation presented</li> <li>• Write with <b>clarity and fluency</b>: no run-on sentences or sentence fragments</li> <li>• <b>Proofread</b>: no spelling mistakes, consistent verb tense with minimal punctuation and grammatical errors</li> </ul> |                          |                      |
| <b>Opinion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |                      |
| Write one multi-draft, publishable opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |                      |



**LANGUAGE ARTS CURRICULUM**  
**Fifth Grade Writing Standards**

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Instructional Strategies | Evidence of Learning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <p><b><u>Student choices:</u></b></p> <ul style="list-style-type: none"> <li>• Opinion piece, (e.g., using “if-and-then” structure)</li> <li>• Book or movie critique.</li> <li>• Essays <ul style="list-style-type: none"> <li>○ Persuade readers to think like the author on a social or world issue.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                          |                      |
| <p><b><u>Student will:</u></b></p> <p><b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</b></p> <ul style="list-style-type: none"> <li>• Introduce /<b>state an opinion</b> with a clear purpose and audience</li> <li>• <b>Create an organizational structure</b> in which ideas can be <b>logically grouped</b> to support the writer’s point of view <ul style="list-style-type: none"> <li>○ Use <b>opinions supported by facts</b></li> <li>○ <b>Order reasons logically</b></li> <li>○ <b>Use linking words</b>, phrases, and clauses, (e.g., <i>consequently, most importantly</i>)</li> <li>○ Provide “<b>expert testimony</b>” or <b>quotes</b> to support argument.</li> <li>○ Include <b>illustrations, charts, or diagrams</b> to inform or persuade the reader</li> </ul> </li> <li>• Write a <b>logical, thoughtful conclusion</b> that is consistent with the opinion presented.</li> <li>• Write with <b>clarity and fluency</b>: no run-on sentences or sentence fragments</li> <li>• <b>Proofread</b>: no spelling mistakes, consistent verb tense with minimal punctuation and grammatical errors</li> </ul> |                          |                      |
| <b><u>Poetry</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                          |                      |
| Write one multi-draft poem                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
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| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Instructional Strategies | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| <p><b><u>Student choices:</u></b></p> <ul style="list-style-type: none"> <li>• Haiku</li> <li>• Free verse</li> </ul> <hr/> <p><b><u>Student will:</u></b></p> <ul style="list-style-type: none"> <li>• Understand <a href="#">poetry</a> as a <b>unique way to communicate</b></li> <li>• <b>Describe</b> feelings, sensory images, ideas or stories</li> <li>• <b>Write</b> a variety of types of poems</li> <li>• Use words to <b>convey strong feelings and images</b></li> <li>• Use <a href="#">figurative language</a> and other <a href="#">literary devices</a> such as <a href="#">alliteration</a>, <a href="#">personification</a>, <a href="#">simile</a>, <a href="#">metaphor</a>, and <a href="#">onomatopoeia</a></li> </ul> <p><b>See Literary Devices Appendix</b></p> <ul style="list-style-type: none"> <li>• Use repetition, refrain, rhythm, and other <b>poetic techniques</b></li> <li>• Recognize <b>different forms of poetry</b> such as <a href="#">free verses</a>, <a href="#">haiku</a>, <a href="#">cinquain</a>, <a href="#">limerick</a> and others</li> </ul> |                          |                      |

# LANGUAGE ARTS CURRICULUM

## Fifth Grade Communication and Collaboration

*What is effective listening?*

*How do we share what we know with others?*

*How does reading, listening, writing, and speaking help us to understand the world around us?*

Students participate as knowledgeable, creative, and reflective members of a literacy community.

Students use spoken, written, and visual language to research and share ideas, questions, and problems on issues or topics.

| Grade Level Expectations                                                                                                                                                                                                   | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                  | Evidence of Learning                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and Collaboration</b>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
| Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.                                                                                         | <ul style="list-style-type: none"> <li>• PowerPoint presentations</li> <li>• <a href="#">Inquiry circles</a></li> <li>• <a href="#">Inquiry noteboos</a></li> <li>• <a href="#">Question webs</a></li> <li>• <a href="#">Turn and talk</a></li> <li>• Student conducted interviews</li> <li>• Skills for small group discussion</li> <li>• Note Taking/Marking</li> </ul> | <ul style="list-style-type: none"> <li>• Multi-media presentations</li> <li>• Teacher/ student developed <a href="#">rubrics</a></li> <li>• Social action projects</li> <li>• Performance &amp; self-<a href="#">assessments</a></li> <li>• Presentations</li> <li>• Projects (e.g., create posters, letters, picture books, and diaries)</li> </ul> |
| Demonstrate note-taking strategies; summarize or <b>paraphrase information</b> from notes.                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
| Summarize a written text read aloud or information presented in diverse media, (e.g., <i>visually, orally, quantitatively</i> ).                                                                                           |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
| Determine purpose, point of view, and audience, and choose an appropriate written, oral, or visual format.                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
| Draw evidence from literary or informational texts, print and non-print sources to support analysis, reflection, and research.                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
| Demonstrate knowledge of standard English grammar and usage when writing or speaking.                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
| Cite sources in research using a consistent bibliographic format.                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
| Prepare for discussions by reading or studying required material and explicitly draw on that preparation to explore ideas under discussion.                                                                                |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |
| Follow agreed- upon rules for discussions and carry out assigned roles.                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |

***LANGUAGE ARTS CURRICULUM***  
***Fifth Grade Communication and Collaboration***

| Grade Level Expectations                                                                                                                                                 | Instructional Strategies | Evidence of Learning |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Pose and respond to specific questions by making comments that contribute to the discussions and elaborate on the remarks of others.                                     |                          |                      |
| Review the key ideas expressed and draw conclusions based on the information learned from the discussions.                                                               |                          |                      |
| Publish and present final products, including a variety of multimedia components, (e.g., <i>graphics, sound</i> ) and visual displays in presentations when appropriate. |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                                          | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| <b><u>Capitalization</u></b>                                                                             |   |   |   |   |   |   |
| 1. First word in sentence                                                                                | X | X | X | X | X | X |
| 2. First and last names                                                                                  | X | X | X | X | X | X |
| 3. Pronoun 'I'                                                                                           | X | X | X | X | X | X |
| 4. Titles                                                                                                |   |   |   |   |   |   |
| a. Publications ( <i>book, song, and magazines</i> )                                                     |   |   | X | X | X | X |
| b. Person's titles ( <i>Miss, Mr., Mrs., Dr.</i> )                                                       |   |   | X | X | X | X |
| 5. Dates, months                                                                                         |   | X | X | X | X | X |
| 6. Holidays                                                                                              |   |   | X | X | X | X |
| 7. Product Names                                                                                         |   |   | X | X | X | X |
| 8. Geographic Names                                                                                      |   |   | X | X | X | X |
| 9. Greeting/Closing of Friendly Letter                                                                   |   |   | X | X | X | X |
| 10. Dialogue                                                                                             |   |   |   | X | X | X |
| 11. Abbreviations for states ( <i>CA, CT</i> )                                                           |   |   |   |   | X | X |
| <b><u>Punctuation</u></b>                                                                                |   |   |   |   |   |   |
| 1. Recognizes and names ending punctuation                                                               | X | X | X |   |   |   |
| 2. Periods after abbreviations                                                                           |   |   | X | X | X | X |
| 3. Commas:                                                                                               |   |   |   |   |   |   |
| a. dates (Tuesday, November 8, 2009)                                                                     |   | X | X | X | X | X |
| b. single words in a series in a sentence                                                                |   | X | X | X | X | X |
| c. letter greetings and closings                                                                         |   |   | X | X | X | X |
| d. addresses (Waterford, CT)                                                                             |   |   | X | X | X | X |
| e. dialogue                                                                                              |   |   |   | X | X | X |
| f. compound sentences                                                                                    |   |   |   | X | X | X |
| g. complex sentences                                                                                     |   |   |   | X | X | X |
| h. before coordinating conjunction ( <i>I tried to run home quickly, but I got caught in the rain.</i> ) |   |   |   |   | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                         | K | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------|---|---|---|---|---|---|
| i. Set off the words ‘yes’ and ‘no’                                     |   |   |   |   |   | X |
| 4. Apostrophes:                                                         |   |   |   |   |   |   |
| a. contractions                                                         |   | X | X | X | X | X |
| b. possessives                                                          |   | X | X | X | X | X |
| 5. Quotation Marks:                                                     |   |   |   |   |   |   |
| a. dialogue                                                             |   |   | X | X | X | X |
| b. quotation within a quotation                                         |   |   |   |   |   | X |
| c. titles of works                                                      |   |   |   |   |   | X |
| 6. Hyphen-between syllables at line break                               |   |   |   |   | X | X |
| 7. Colon:                                                               |   |   |   |   |   |   |
| a. after greeting in business letter                                    |   |   |   |   | X | X |
| 8. Underlining                                                          |   |   |   |   |   |   |
| a. titles of works                                                      |   |   |   |   |   | X |
| 9. Italics                                                              |   |   |   |   |   |   |
| a. titles of works                                                      |   |   |   |   |   | X |
| <b>Usage:</b>                                                           |   |   |   |   |   |   |
| 1. Sentences                                                            |   |   |   |   |   |   |
| a. Simple Sentences                                                     | X | X | X | X | X | X |
| b. Compound Sentences (using and/or/but)                                |   | X | X | X | X | X |
| c. Complex Sentences                                                    |   |   |   | X | X | X |
| d. Correcting fragments and run-ons                                     |   |   |   |   | X | X |
| e. Recognize/use subject and predicate                                  |   |   |   |   | X | X |
| 2. Antonyms & Synonyms                                                  | X | X | X | X | X | X |
| 3. Nouns                                                                |   |   |   |   |   |   |
| a. Recognize and use                                                    |   | X | X | X | X | X |
| b. Explain function                                                     |   |   |   | X | X | X |
| c. Collective nouns (e.g., <i>group</i> , <i>pack</i> , <i>litter</i> ) |   |   | X | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                                                                                | K | 1 | 2 | 3 | 4 | 5 |
|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| d. Abstract nouns (e.g., <i>childhood, trust</i> )                                                                                             |   |   |   | X | X | X |
| 4. Pronouns                                                                                                                                    |   |   |   |   |   |   |
| a. Recognize and use                                                                                                                           |   | X | X | X | X | X |
| b. Explain function                                                                                                                            |   |   |   | X | X | X |
| c. Use personal, possessive, indefinite (e.g., <i>I, me, they, them, anyone, everything</i> ).                                                 |   | X | X | X | X | X |
| d. Reflexive Pronouns (e.g., <i>myself, yourself, himself</i> )                                                                                |   |   | X | X | X | X |
| e. Pronoun/antecedent agreement (e.g., <i>Terry was mad because he didn't make the team./Terry was mad because him didn't make the team.</i> ) |   |   |   | X | X | X |
| f. Relative Pronouns ( <i>who, whose, whom, which, that</i> )( <i>I told you about the woman who lives next door.</i> )                        |   |   |   |   | X | X |
| g. Correct placement ( <i>Jane and I went to the store</i> <b>NOT</b> <i>Me and Jane went to the store.</i> )                                  |   |   |   |   | X | X |
| h. Pronoun Referents (e.g., ' <i>Joe</i> ' in the text is represented by ' <i>I</i> '.)                                                        |   |   |   | X | X | X |
| 5. Verbs:                                                                                                                                      |   |   |   |   |   |   |
| a. Recognize and use                                                                                                                           |   | X | X | X | X | X |
| b. Explain function                                                                                                                            |   |   |   | X | X | X |
| c. regular: present, past, future (e.g., <i>walk/walked</i> )                                                                                  |   | X | X | X | X | X |
| d. irregular (e.g., <i>find/found</i> )                                                                                                        |   |   | X | X | X | X |
| e. progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i> ).                                                     |   |   |   |   | X | X |
| f. modal auxiliaries ( <i>can, may must: She must study very hard, NOT She musted study very hard.</i> )                                       |   |   |   |   | X | X |
| 6. Subject/verb agreement (e.g., <i>John says he likes pizza./John say he likes pizza</i> )                                                    |   |   |   | X | X | X |
| 7. Adjectives:                                                                                                                                 |   |   |   |   |   |   |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                         | K | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|---|
| a. Recognize and use                                                                    |   | X | X | X | X | X |
| b. Explain function                                                                     |   |   |   | X | X | X |
| c. Comparative/Superlative (e.g., <i>neat/neater/neatest</i> )                          |   |   |   | X | X | X |
| d. Order adjectives (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). |   |   |   |   | X | X |
| 8. Adverbs:                                                                             |   |   |   |   |   |   |
| a. Recognize and use                                                                    |   |   | X | X | X | X |
| b. Explain function                                                                     |   |   |   | X | X | X |
| c. Comparative/Superlative (e.g., <i>recently/more recently/most recently</i> )         |   |   |   | X | X | X |
| d. Relative Adverbs ( <i>where, when, why</i> )(- <i>the place where we met them</i> )  |   |   |   |   | X | X |
| 9. Prepositions                                                                         |   |   |   |   |   |   |
| a. Use frequently occurring (e.g., <i>during, beyond, toward</i> )                      |   | X | X | X | X | X |
| b. Recognize/explain function                                                           |   |   |   |   |   | X |
| c. Prepositional phrases (e.g., <i>from my grandmother</i> )                            |   |   |   |   | X | X |
| 10. Conjunctions:                                                                       |   |   |   |   |   |   |
| a. Recognize/explain function                                                           |   |   |   | X | X | X |
| b. Coordinating (e.g., <i>Pat likes cookies and milk.</i> )                             |   |   |   | X | X | X |
| c. Subordinating (e.g., <i>Because it was raining, I took an umbrella.</i> )            |   |   |   | X | X | X |
| 11. Interjections (e.g., <i>Hurry! You don't want to miss the bus!</i> )                |   |   |   |   |   |   |
| a. Recognize/explain function                                                           |   |   |   |   |   | X |
| 12. Possessives                                                                         |   |   |   |   |   |   |
| a. Form and use (e.g., <i>dog's house, dogs' houses</i> )                               |   |   |   | X | X | X |
| 13. Common prefixes (e.g., <i>re-,un-,non-,mis-,dis-,uni-,etc.</i> )                    |   |   |   | X | X | X |
| 14. Common suffixes (e.g., <i>-er, -es, -r, -ing</i> )                                  |   |   |   | X | X | X |
| 15. Special problems in usage                                                           |   |   |   |   |   |   |
| a. to, too, two                                                                         |   |   |   | X | X | X |



**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                            | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------|---|---|---|---|---|---|
| b. there,their,they're                                                     |   |   |   | X | X | X |
| c. its, it's                                                               |   |   |   |   | X | X |
| d. know,no                                                                 |   |   |   |   | X | X |
| e. whose,who's                                                             |   |   |   |   | X | X |
| f. hear,here                                                               |   |   |   | X | X | X |
| g. a/an                                                                    |   |   | X | X | X | X |
| h. good/well                                                               |   |   |   | X | X | X |
| i. our/are                                                                 |   |   |   | X | X | X |
| j. your/you're                                                             |   |   |   | X | X | X |
| k. then/than                                                               |   |   |   | X | X | X |
| <b><u>Spelling</u></b>                                                     |   |   |   |   |   |   |
| 1. Simple words phonetically                                               | X | X |   |   |   |   |
| 2. Complex words phonetically                                              |   |   | X | X | X |   |
| 3. High frequency grade-level words                                        | X | X | X | X | X | X |
| 4. Spelling patterns (e.g., -oy, -oi)                                      |   |   | X | X | X | X |
| 5. Spelling patterns (e.g., VCVe-game)                                     |   | X | X | X | X | X |
| 6. Spelling patterns (e.g., VVCC-ouch; VVc-Eat)                            |   |   | X | X |   |   |
| 7. Blends & Digraphs (e.g., th,sh,wh,ch,br,ck,bl)                          |   | X | X | X |   |   |
| 8. Compound Words                                                          |   | X | X | X |   |   |
| 9. Double consonant rules (e.g., hop/hopping)                              |   |   |   |   | X | X |
| 10. Greek & Latin affixes and roots (port: transportation, report, import) |   |   |   |   | X | X |
| <b><u>Plurals</u></b>                                                      |   |   |   |   |   |   |
| a. Add /s/ or /es/ to nouns                                                | X | X | X | X | X | X |
| b. Irregular plural nouns (e.g., feet, mice)                               |   |   | X | X | X | X |
| <b><u>Affixes</u></b>                                                      |   |   |   |   |   |   |
| a. Add /un-/ /pre-/ /-ed/                                                  |   |   |   | X | X | X |
| <b><u>Endings</u></b>                                                      |   |   |   |   |   |   |
| a. Add /ed/ or /ing/ endings                                               |   | X | X | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Kindergarten through Fifth Grade Editing & Revising**

|                                                                                           | <b>K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|-------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|
| b. Add /-er/ /-est/ endings                                                               |          |          | X        | X        | X        | X        |
| c. Add suffixes (e.g. <i>cry/cries; happy/happiness</i> )                                 |          |          |          | X        | X        | X        |
| d. Add unusual suffix ( <i>ox/oxen, child/children</i> )                                  |          |          |          |          | X        | X        |
| e. Words ending in 'o' ( <i>radio/radios, rodeo/rodeos, kangaroo/kangaroos</i> )          |          |          |          |          | X        | X        |
| f. Change 'f' or 'fe' to v & add 'es' ( <i>shelf/shelves, life/lives, thief/thieves</i> ) |          |          |          |          | X        | X        |
| <b><u>Paragraph Conventions</u></b>                                                       |          |          |          |          |          |          |
| a. Indenting first line or skipping lines between paragraphs                              |          |          |          | X        | X        | X        |

## **LANGUAGE ARTS CURRICULUM**

### ***Literary Devices***

The reader will elaborate on the text and make judgments about the text's quality and themes by analyzing and evaluating the [author's craft](#), including the use of [literary devices](#) and textual elements.

|                                 | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> | <b>Grade 6</b> | <b>Grade 7</b> | <b>Grade 8</b> |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| <a href="#">Alliteration</a>    |                |                | X              | X              | X              | X              |
| Humor                           |                |                | X              | X              | X              | X              |
| <a href="#">Imagery</a>         |                |                | X              | X              | X              | X              |
| Idioms                          |                | X              | X              |                |                |                |
| <a href="#">Metaphor</a>        |                | X              | X              | X              | X              | X              |
| Adages                          |                | X              | X              |                |                |                |
| Proverbs                        |                | X              | X              |                |                |                |
| <a href="#">Onomatopoeia</a>    |                |                | X              | X              | X              | X              |
| <a href="#">Personification</a> |                |                | X              | X              | X              | X              |
| <a href="#">Point of View</a>   |                |                | X              | X              | X              | X              |
| <a href="#">Simile</a>          | X              | X              | X              | X              | X              | X              |
| <a href="#">Style</a>           |                |                | X              | X              | X              | X              |
| Use of Interesting Words        |                |                | X              | X              | X              | X              |
| Flashback                       |                |                |                | X              | X              | X              |
| Foreshadowing                   |                |                |                | X              | X              | X              |
| Bias                            |                |                |                |                | X              | X              |
| Dialect                         |                |                |                |                | X              | X              |
| <a href="#">Assonance</a>       |                |                |                |                |                | X              |
| <a href="#">Hyperbole</a>       |                |                |                |                |                | X              |
| Irony/Satire                    |                |                |                |                |                | X              |

***LANGUAGE ARTS CURRICULUM***  
***Fifth Grade Greek and Latin Elements***

| Root           | Meaning                       | Spelling Words                                        | Root          | Meaning                  | Spelling Words                                       | Root           | Meaning            | Spelling Words                                              |
|----------------|-------------------------------|-------------------------------------------------------|---------------|--------------------------|------------------------------------------------------|----------------|--------------------|-------------------------------------------------------------|
| <b>super-</b>  | <b>higher</b>                 | superpower<br>supermarket<br>superman<br>supernatural | <b>pro-</b>   | before<br><br>forward    | progress<br>proceed<br>propel<br>projector           | <b>post-</b>   | <b>after</b>       | postpone<br>postscript<br>postgraduate                      |
| <b>inter-</b>  | <b>between</b>                | interact<br>interchange<br>interrupt<br>interfere     | <b>sub-</b>   | <b>under,<br/>lower</b>  | submarine<br>substandard<br>subtract<br>subcommittee | <b>hyper-</b>  | <b>above, over</b> | hyperactive<br>hypertensive<br>hypercritical                |
| <b>-graph-</b> | <b>to write</b>               | paragraph<br>autograph<br>biography                   | <b>-meter</b> | <b>measure</b>           | thermometer<br>barometer<br>centimeter<br>diameter   | <b>-phon-</b>  | <b>sound</b>       | phonics<br>earphone<br>microphone<br>telephone<br>saxophone |
| <b>anti-</b>   | <b>against</b>                | antifreeze<br>antitoxin<br>anticlimactic              | <b>-form-</b> | <b>to give<br/>shape</b> | deform<br>platform<br>transform                      | <b>aud-</b>    | <b>hear</b>        | audio<br>audience<br>audition<br>auditorium                 |
| <b>-cred-</b>  | <b>trust<br/><br/>believe</b> | credible<br>incredible<br>credentials<br>credit       | <b>-ped-</b>  | <b>foot</b>              | pedal<br>pedicure<br>centipede<br>pedestrian         | <b>cap</b>     | <b>head</b>        | captain<br>capitol<br>capitalize                            |
| <b>-corp-</b>  | <b>body</b>                   | corporation<br>incorporate<br>corpse                  | <b>-sect-</b> | <b>to cut</b>            | bisect<br>intersect<br>section                       | <b>vid/vis</b> | <b>see</b>         | video<br>visual<br>television<br>envision                   |

## ***LANGUAGE ARTS CURRICULUM***

### ***Fifth Grade Resources***

#### **Text Resources:**

Fluency: leveled texts from elementary literacy libraries; *Lead 21* reading materials published by McGraw-Hill; guided reading titles from standardized list for Waterford Elementary Schools

Vocabulary: embedded in units of study

Reading Comprehension: embedded in units of study; leveled texts from elementary literacy libraries; *Lead 21* reading materials published by McGraw-Hill; *Exploring Nonfiction: Reading in the Content Areas* published by Teacher Created Materials; guided reading titles from standardized list for Waterford Elementary Schools

Writing Conventions: *Skillbook* by Write Source; *A Fresh Approach to Teaching Punctuation* by Janet Angelillo; *Spotlight on Editing & Revising* by Curriculum Associates; *Mountain Language Centers* by Mountain Language

Writing Process: *Comprehensive Expository Writing Guide* by Empowering Writers; *Units of Study for Teaching Writing, Grades 3-5* by Heinemann with supportive instructional read-aloud texts

Speaking/Listening & Reading Reflections/Behaviors: embedded in units of study

Spelling: *Words Their Way* by Pearson Publishers

## **LANGUAGE ARTS CURRICULUM**

### ***Fifth Grade Resources***

#### **Mentor / Read Aloud Texts:**

*The Honest-to-Goodness Truth*

*Keepers*

*Is There Really a Human Race?*

*The Paper Crane*

*If My Mom Were a Platypus: Animal Babies and Their Mothers*

*Small Beauties: The Journey of Darcy Heart O'Hara*

*Sister Anne's Hands*

*Melissa Parkington's Beautiful, Beautiful Hair*

*Planting the Trees of Kenya: The Story of Wangari Maathai*

*Owen and Mzee*

*Momma, Where Are You From?*

*Hewitt Anderson's Great Big Life*

*Minty: A Story of Young Harriet Tubman*

*Show Way*

*Oh, Freedom!: Kids Talk About the Civil Rights Movement*

*Silver Packages*

*Just a Dream*

*Beatrice's Goat*

*This is the Dream*

*As Good as Anybody*

*Dear Mrs. LaRue*

*The Witch's Broom*

*The Red Book*

*Uncle Jed's Barbershop*

*A Platypus, Probably*

*Something Beautiful*

*My Rotten Redheaded Older Brother*

*Mercedes and the Chocolate Pilot*

*The Raft*

*Henry's Freedom Box*

*The Wretched Stone*

*A Bad Case of the Stripes*

*Water Dance*

*The Whales' Song*

*In November*

*Pictures from Our Vacation*

*Will We Miss Them? Endangered Species*

*Far Away Home*

*Odd Boy Out: Young Albert Einstein*

#### **Technology Resources:**

*Reading A-Z website*

*Study Island*

*Interactive Promethean Board*

**LANGUAGE ARTS CURRICULUM**  
***Fifth Grade Guided Reading Titles***

Listed below are the titles of grade 5 [guided reading](#) books that are common to all Waterford elementary schools. Many additional titles are available in the literacy libraries housed in all Waterford elementary schools. These books are intended to be used in a small-group instructional setting, which is why the [DRA](#) levels are provided. Teachers will select reading materials that are at an appropriate level for their students. This list is **not** intended to be a required list of reading materials. Teachers may want to add more titles to their classroom guided reading inventory and may find the following website from Scholastic Books to be helpful in determining the DRA level of assorted book titles: [www2.scholastic.com](http://www2.scholastic.com)

| <b>Book Title</b>                                        | <b>DRA Level</b> | <b>Publisher</b>   |
|----------------------------------------------------------|------------------|--------------------|
| 1) The House of Dies Drear                               | 44               | McDougal Littell   |
| 2) The Facts and Fictions of Minna Pratt                 | 44               | Harper Trophy      |
| 3) A Family Apart                                        | 60               | Bantam Books       |
| 4) Kavik, the Wolf Dog                                   | 60               | Puffin Books       |
| 5) American Tall Tales                                   | 50               | Puffin Books       |
| 6) Shades of Gray                                        | 50               | Aladdin Paperbacks |
| 7) Hatchet                                               | 40               | Scholastic Books   |
| 8) The Sign of the Beaver                                | 44/50            | Yearling           |
| 9) The Island of the Blue Dolphins                       | 50               | Dell Publishing    |
| 10) Sojourner Truth: Walking the Road to Freedom         | 44/50            | Green Willow Books |
| 11) From the Mixed-Up Files of Mrs. Basil E. Frankweiler | 44/50            | Dell Publishing    |
| 12) Charley Skedaddle                                    | 44/50            | Troll Publishing   |
| 13) Abel's Island                                        | 44/50            | Harper Collins     |

**LANGUAGE ARTS CURRICULUM**  
*Lexile Level Chart*

| <b>Text Complexity<br/>Grade Band in the<br/>Standards</b> | <b>Old Lexile Ranges</b> | <b>Lexile Ranges<br/>Aligned to CCR<br/>Expectations</b> |
|------------------------------------------------------------|--------------------------|----------------------------------------------------------|
| <b>K – 1</b>                                               | N/A                      | N/A                                                      |
| <b>2 – 3</b>                                               | 450 – 725                | 450 – 790                                                |
| <b>4 – 5</b>                                               | 645 – 845                | 770 – 980                                                |
| <b>6 – 8</b>                                               | 860 – 1010               | 955 – 1155                                               |
| <b>9 – 10</b>                                              | 960 – 1115               | 1080 – 1305                                              |
| <b>11 – CCR</b>                                            | 1070 – 1220              | 1215 – 1355                                              |



## ***LANGUAGE ARTS CURRICULUM***

### ***Grades Sixth through Eighth Curriculum Overview***

**Reading:** Students will read a variety of increasingly complex texts for information and pleasure, which will enhance their knowledge of history, various cultures, and the human experience.

**Comprehension:** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

**Word Analysis and Vocabulary:** Students will determine the meaning of essential grade level words using knowledge of English language structure, Greek and Latin roots, prefixes, and suffixes.

**Writing Process:** Writers will plan, draft, revise, edit, publish, and reflect upon their written work.

**Writing Products:** Students will use various writing strategies and styles to communicate ideas effectively, working through the writing process to complete a minimum of four publishable pieces in a variety of genres including narrative, informative, and poetic.

**Punctuation, Capitalization, Spelling, and Grammar:** Students will apply knowledge of language structure, mechanics, and spelling to create texts.

**Research and Study Skills:** Students will conduct research, documenting a variety of sources, and synthesize information to communicate knowledge effectively.

**Speaking and Listening:** Students will use clear speaking and active listening to engage in meaningful communication.

**Collaboration and Inquiry:** Students will collaborate to gain knowledge and strengthen their understanding, using a variety of technological and informational resources.

## ***LANGUAGE ARTS CURRICULUM***

### ***Sixth Grade Common Core State Standards***

#### **Reading: Literature**

##### *Key Ideas and Details*

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

##### *Craft and Structure*

- RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

##### *Integration of Knowledge and Ideas*

- 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.
- RL.6.8 (Not applicable to literature).
- RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

##### *Range of Reading and Level of Text Complexity*

- RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### **Reading: Information Text**

##### *Key Ideas and Details*

- RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## ***LANGUAGE ARTS CURRICULUM***

### ***Sixth Grade Common Core State Standards***

- RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### ***Craft and Structure***

- RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 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 of the ideas.
- RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### ***Integration of Knowledge and Ideas***

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

#### ***Range of Reading and Level of Text Complexity***

- RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Writing**

#### ***Text Types and Purposes***

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1d Establish and maintain a formal style.

## ***LANGUAGE ARTS CURRICULUM***

### ***Sixth Grade Common Core State Standards***

- W.6.1e Provide a concluding statement or section that follows from the argument presented.
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2e Establish and maintain a formal style.
- W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3e Provide a conclusion that follows from the narrated experiences or events.

#### ***Production and Distribution of Writing***

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### ***Research to Build and Present Knowledge***

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- W.6.9b Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

#### ***Range of Writing***

- W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

#### ***Comprehension and Collaboration***

- SL.6.1 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.
- SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### ***Presentation of Knowledge and Ideas***

- SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)

#### **Language**

##### *Conventions of Standard English*

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).
- L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.
- L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- L.6.2b Spell correctly.

##### *Knowledge of Language*

- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.
- L.6.3b Maintain consistency in style and tone.

##### *Vocabulary Acquisition and Use*

- L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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- L.6.4d     Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.6.5     Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.5a     Interpret figures of speech (e.g., personification) in context.
- L.6.5b     Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- L.6.5c     Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- L.6.6     Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# LANGUAGE ARTS CURRICULUM

## Sixth Grade Reading Standards

*Why **Error! Bookmark not defined.** do we read?  
What strategies do we use to understand what we read?  
How do we form a deeper understanding of what we read?*

Students draw on their prior knowledge, their interactions with other readers and writers, their knowledge of word meanings, their word identification strategies, and their understanding of textual features to comprehend, interpret, evaluate, and appreciate texts.

| Grade Level Expectations                                                                                                                                                             | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Details and Ideas</b>                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Use appropriate rate of reading depending upon the purpose for reading, text difficulty, and prior knowledge of topic.                                                               | <ul style="list-style-type: none"> <li>• <a href="#">Differentiated instruction</a></li> <li>• <a href="#">Mini- lessons</a></li> <li>• Teacher modeling</li> <li>• Teacher <a href="#">Think Aloud</a></li> <li>• Teacher/student conferences</li> <li>• <a href="#">Anchor text</a></li> <li>• <a href="#">Guided reading</a></li> <li>• Small group discussions</li> <li>• Independent reading</li> <li>• <a href="#">Shared reading</a></li> <li>• Sustained silent reading</li> <li>• <a href="#">Stop and Sketch</a></li> <li>• <a href="#">Written conversations</a></li> <li>• Note taking</li> <li>• Journal responses</li> <li>• <a href="#">Quick writes</a></li> <li>• <a href="#">Literary letters</a></li> </ul> | <ul style="list-style-type: none"> <li>• Reading Comprehension state tests</li> <li>• CFA</li> <li>• Trimester <a href="#">benchmarks</a></li> <li>• Self-reflections/ Evaluations</li> <li>• Journal responses</li> <li>• Timed writing</li> <li>• <a href="#">Quick writes</a></li> <li>• <a href="#">Literary letters</a></li> <li>• <a href="#">Personal narratives</a></li> <li>• Written reflections</li> <li>• Written responses to open ended questions</li> <li>• <a href="#">CLMS reading response rubric</a></li> </ul> |
| Activate prior knowledge, establish purposes for reading, and adjust the purposes while reading.                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Use information from the text to make a prediction based on what is read.                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Determine a literal and/or inferred theme within a fictional text and analyze how it is conveyed with particular details.                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Determine a literal or inferred central idea within a nonfiction text and analyze how it is conveyed through particular details.                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Describe how a story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated upon in a text.                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Analyze how and why major and minor characters change over time.                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Select and use relevant information from the text in order to objectively summarize events and/or ideas in the text, distinct from personal opinion or judgments.                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Discuss what makes a text engaging and appealing to a reader.                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Cite stated or implied evidence from the text to draw and/or support a written or spoken conclusion or analysis of the text.                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Interpret cause-and-effect relationships (e.g., How does the time period of a novel determine a character's behavior? How does the setting influence the mood, character, or plot?). |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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***Sixth Grade Reading Standards***

| Grade Level Expectations                                                                                                                                                                                                                                     | Instructional Strategies                                                                                                                                                                                                                                                                                                             | Evidence of Learning                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Craft and Structure                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Identify and analyze the author’s use of structure/organizational patterns.                                                                                                                                                                                  | <ul style="list-style-type: none"><li>• <a href="#">Flexible groupings</a></li><li>• Written reading reflections</li><li>• Oral reading reflections</li><li>• <a href="#">Interactive read aloud</a></li><li>• <a href="#">Pair and Share</a></li><li>• <a href="#">Book talks</a></li><li>• <a href="#">Storyboarding</a></li></ul> |                                                                            |
| Analyze and evaluate the impact of specific word choice and literary devices on meaning and tone.<br>See <b>Literary Devices</b> , <a href="#">Appendix A</a>                                                                                                |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a fictional text and contributes to theme, setting, or plot.                                                                                                 |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Analyze how a particular image, sentence, paragraph, chapter, or section fits into the overall nonfiction text structure and contributes to or clarifies the development of the ideas.                                                                       |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Explain the author’s point of view or purpose for writing a text and how it is conveyed in the text.                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Vocabulary Acquisition and Use                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Use phonetic, structural, and contextual clues to determine the meaning of unknown words or multiple meaning words and phrases, as they are used in a text, including figurative, connotative, and technical meanings, based on grade 6 reading and content. | <ul style="list-style-type: none"><li>• <a href="#">Word sorts</a></li><li>• <a href="#">Word walls</a></li><li>• Whole class discussions/activities</li></ul>                                                                                                                                                                       |                                                                            |
| Interpret figures of speech (e.g., personification) in context.                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.                                |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                                              |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Define vocabulary critical to the meaning of texts and use that knowledge to interpret the texts.                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).<br>* See <a href="#">Appendix D</a> for list of Greek and Latin roots                                                     |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Integration of Knowledge and Ideas                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                      |                                                                            |
| Compare, contrast, and evaluate author and/or character’s perspectives about universal themes, human nature, cultural, and historical perspectives from reading multiple texts.                                                                              | <ul style="list-style-type: none"><li>• Collaborative group activities</li></ul>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Multimedia presentations</li></ul> |

**LANGUAGE ARTS CURRICULUM**  
***Sixth Grade Reading Standards***

| Grade Level Expectations                                                                                                                                          | Instructional Strategies                                                                                 | Evidence of Learning |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------|
| Compare/contrast and evaluate themes, ideas, or issues across multiple texts and genres.                                                                          | <ul style="list-style-type: none"> <li>• Classroom debates</li> <li>• Multimedia presentation</li> </ul> |                      |
| 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 on the same topic. |                                                                                                          |                      |
| Compare /contrast ideas, themes, and /or issues across multiple texts and genres (e.g., stories and poems, historical novels and fantasy stories).                |                                                                                                          |                      |
| Integrate information presented in different media or formats (e.g., visually, quantitatively, in words) to develop an understanding of a text or topic.          |                                                                                                          |                      |
| Trace and evaluate the specific claims or argument in a text and whether they are grounded in fact (supported by reasons and evidence).                           |                                                                                                          |                      |
| Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).                     |                                                                                                          |                      |

# LANGUAGE ARTS CURRICULUM

## Sixth Grade Literary Experience

*What are the qualities of good literature?*  
*What separates a classic from other books?*

**Range of Reading and Level of Text Complexity:** By the end of sixth grade, students will *proficiently* read and comprehend literature (drama, stories, and poems), literary nonfiction, and informational texts in grades 6-8 text complexity band, with scaffolding, as needed, at the high end of the range. Lexile range: 955-1155

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will read a balance of literature and informational texts:</p> <ul style="list-style-type: none"> <li>• <b>literary nonfiction</b> to include: personal essays, speeches, opinion pieces, essays about art, literature, biographies, memoirs, journalism</li> <li>• <b>historical fiction</b>, realistic, science fiction</li> <li>• <b>short story</b> (adventure, mysteries)</li> <li>• <b>visual texts</b> (e.g., multimedia, posters, cartoons, charts, graphs, historical, scientific, and economic accounts)</li> <li>• <b>poetry</b></li> <li>• <b>drama</b> (include one-act and multi-act plays, in written form and on film)</li> </ul> | <p>Students will read at least two full length literary works, not to exceed four weeks, as the basis for whole class discussion:</p> <p style="text-align: center;"><a href="#"><u>Anchor Texts</u></a></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>The Great Gilly Hopkins</u></a> (L800)</li> <li>• <a href="#"><u>Bridge to Terabithia</u></a> (L810)</li> <li>• <a href="#"><u>Ida B</u></a> (L970)</li> <li>• <a href="#"><u>Boy</u></a> (L1090)</li> <li>• <a href="#"><u>Freak The Mighty</u></a> (L1000)</li> <li>• <a href="#"><u>Julie of the Wolves</u></a> (L860)</li> </ul> | <p>Students will self-select from a variety of texts and read a minimum of one book in each of the starred genres:</p> <ul style="list-style-type: none"> <li>• multicultural fiction*</li> <li>• historical fiction</li> <li>• contemporary, realistic fiction</li> <li>• mystery</li> <li>• fantasy, myths</li> <li>• science fiction</li> <li>• adventure/survival</li> <li>• nonfiction (biography, informational, or functional)*</li> <li>• drama</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# LANGUAGE ARTS CURRICULUM

## Sixth Grade Writing Standards

*For what purposes do we write?  
What are the features of good writing?  
What strategies do we use to improve our writing?*

Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate.

Students apply knowledge of language structure, conventions of Standard English, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

| Grade Level Expectations                                                                                                                                                                        | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evidence of Learning                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing Production</b>                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                  |
| Listen to or read a variety of genres to use as models for writing in different modes. See Genres, <a href="#">Appendix B</a>                                                                   | <ul style="list-style-type: none"> <li>Teacher modeling</li> <li>Writing <a href="#">mini-lessons</a></li> <li>Note taking</li> <li><a href="#">Process writing</a></li> <li><a href="#">Free writes</a></li> <li><a href="#">Graphic organizers</a></li> <li>Generating topics</li> <li><a href="#">Guided writing lessons</a></li> <li><a href="#">Collaborative writing</a></li> <li><a href="#">Shared writing</a></li> <li>Teacher/ student developed <a href="#">rubrics</a></li> <li>Focused peer editing</li> </ul> | <ul style="list-style-type: none"> <li>Oral presentations</li> <li>Writing drafts</li> <li>Timed writing</li> <li>DAW/ fall/ winter/ spring</li> <li>Multimedia presentations</li> <li>CFA</li> <li><a href="#">Benchmark assessments</a></li> <li><a href="#">Guided imagery</a></li> <li><a href="#">Storyboarding</a></li> <li>Teacher <a href="#">Think Aloud</a></li> </ul> |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                  |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                  |
| With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, and rewriting, or trying a new approach.                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                  |
| Demonstrate command of language, writing, and spelling skills outlined in <a href="#">Appendix C</a> .                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                  |
| Demonstrate sufficient command of keyboarding skills to type a minimum of 3 pages in a single sitting.                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                  |
| Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                  |

**LANGUAGE ARTS CURRICULUM**  
***Sixth Grade Writing Standards***

| Grade Level Expectations                                                                                                                   | Instructional Strategies                                                                                                                                                                                                   | Evidence of Learning                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Use a variety of formatting changes correctly in preparing electronic documents (e.g., margins, tabs, line spacing, font changes).         | <ul style="list-style-type: none"> <li>• Peer / teacher conferences</li> <li>• Model texts</li> <li>• Sharing of Student Writing</li> <li>• <a href="#">Genre study</a></li> <li>• <a href="#">Mentor texts</a></li> </ul> | <ul style="list-style-type: none"> <li>• Teacher/student developed <a href="#">rubrics</a></li> </ul> |
| <b>Text Types and Purposes</b>                                                                                                             |                                                                                                                                                                                                                            |                                                                                                       |
| <b>Argumentative:</b>                                                                                                                      |                                                                                                                                                                                                                            |                                                                                                       |
| Write arguments to support claims with clear reasons and relevant evidence.                                                                |                                                                                                                                                                                                                            |                                                                                                       |
| Introduce claim(s) and organize the reasons and evidence clearly.                                                                          |                                                                                                                                                                                                                            |                                                                                                       |
| Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |                                                                                                                                                                                                                            |                                                                                                       |
| Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.                                                   |                                                                                                                                                                                                                            |                                                                                                       |
| Establish and maintain a formal style.                                                                                                     |                                                                                                                                                                                                                            |                                                                                                       |
| Provide a concluding statement or section that follows from the argument presented.                                                        |                                                                                                                                                                                                                            |                                                                                                       |

**LANGUAGE ARTS CURRICULUM**  
***Sixth Grade Writing Standards***

**Narrative**

**Write at least one multi-draft, publishable narrative**

**Student choices:**

- Memoir
- [Personal narrative](#)
- Short story

**Students will:**

- Write narratives to **develop real or imagined experiences** or events
- **Engage** the reader by establishing a context and introducing the narrator and/or characters
- Use a variety of **effective transitions** to convey a **logical sequence** and signal shifts from one time frame to another
- Include **precise nouns, strong verbs**, and interesting/appropriate **word choice**
- Establish and maintain a **consistent point of view**
- Use **effective narrative techniques**:
  - strong **imagery**
  - **descriptive details** – SHOW, not tell
  - personal **voice**
  - **realistic dialogue**
  - **pacing**
- Provide a **conclusion that reflects the heart of the narrated experience**
- **Organize** well, with effective paragraphs breaks and transitions
- Write with **clarity and fluency** – no run-on sentences or sentence fragments
- **Proofread**: no spelling mistakes, consistent verb tense, minimal punctuation, and grammatical errors

**LANGUAGE ARTS CURRICULUM**  
***Sixth Grade Writing Standards***

**Informative/Explanatory**

**Write at least one multi-draft, publishable, informative/explanatory piece**

**Student choices:**

- Profile (of a local personality, family member, based on research)
- Informative essay

**Students will:**

- **Examine a topic** and convey ideas, concepts, and information
- **Select, organize, and analyze** relevant content
- Introduce a topic in a **thoughtful manner**
- **Organize** ideas, concepts, and information around a central idea (e.g., main idea & details, compare/contrast, cause/effect)
- **Develop the topic with relevant facts, concrete details, quotations, examples, and other** information
- Include formatting (e.g., headings), graphics (e.g., charts ,tables) and multimedia when useful to aid explanation
- **Use precise language and content specific vocabulary** to inform or explain the topic
- **Use appropriate transitions** to clarify the relationships among ideas and concepts
- Provide a **concluding statement** that follows from the information or explanation presented
- Establish and maintain a **formal style**
- **Organize well**, with effective paragraph breaks and transitions
- Write with **fluency** – no run-on sentences or sentence fragments
- **Proofread**: no spelling mistakes, consistent verb tense, minimal punctuation and grammatical errors

**LANGUAGE ARTS CURRICULUM**  
***Sixth Grade Writing Standards***

**Poetry**

**Write at least one multi-draft, publishable poem**

**Student choices:**

- Free-verse
- Anecdote/[narrative](#) poem
- Snapshot poem

**Students will:**

- Use **figurative language**
- Evoke **strong imagery** and **sensory language**, drawing on emotion, images, or experiences
- Experiment with a higher level of poetry
- **Make connections between writer and reader**
- Include a meaningful “So what?”
- Create appropriate, **original title** that connects with the “So what?”
- Organize their writing in **lines and stanzas**
- Show awareness of white space
- Carefully **proofread** for spelling, punctuation, and grammatical errors



**LANGUAGE ARTS CURRICULUM**  
**Sixth Grade Communication and Collaboration**

*What are the qualities of a good question?  
 What are the features of an effective presentation?  
 How do we assess the credibility of information?*

Students conduct research on issues and interest by generating ideas and questions and by posing problems.

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Students use spoken, written, and visual language to accomplish their own purposes.

| Grade Level Expectations                                                                                                                                                               | Instructional Strategies                                                                                                                                                                                                                                                                                                                    | Evidence of Learning                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conduct short as well as more sustained research projects on issues and interest by generating ideas and self-generated questions, and by posing problems, drawing on several sources. | <ul style="list-style-type: none"> <li>• PowerPoint presentations</li> <li>• <a href="#">Inquiry circles</a></li> <li>• <a href="#">Inquiry notebooks</a></li> <li>• <a href="#">Question webs</a></li> <li>• <a href="#">Turn and talk</a></li> <li>• Student conducted interviews</li> <li>• Skills for small group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Multi-media presentations</li> <li>• Teacher/ student developed <a href="#">rubrics</a></li> <li>• Social action projects</li> <li>• Performance &amp; self-<a href="#">assessments</a></li> <li>• Presentations</li> <li>• Projects (e.g., create posters, letters, picture books, and diaries)</li> </ul> |
| Demonstrate understanding of the subject under investigation.                                                                                                                          |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Determine purpose, <a href="#">point of view</a> , and <a href="#">audience</a> , and choose an appropriate written, oral, or visual format.                                           |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Gather relevant information from multiple print and digital sources; assess the credibility of each source; integrate the information and conclusions while avoiding plagiarism.       |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                      |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Deliver an oral presentation from notes, using appropriate <a href="#">intonation</a> , enunciation, and phrasing that is fluent and well-modulated.                                   |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Demonstrate command of the conventions of standard English grammar and usage when speaking.                                                                                            |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Provide basic bibliographic information and use consistent standard format for source citation.                                                                                        |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |

***LANGUAGE ARTS CURRICULUM***  
***Sixth Grade Communication and Collaboration***

| Grade Level Expectations                                                                                                                                                                          | Instructional Strategies | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| 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.                                  |                          |                      |
| Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.                                                                         |                          |                      |
| Cooperate with peers to set clear goals and deadlines and define roles as needed.                                                                                                                 |                          |                      |
| Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.                                                                                     |                          |                      |
| Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                                                                        |                          |                      |
| Incorporate multimedia components (e.g. graphics, images music, sound) and visual displays of data when helpful and in a manner that strengthens the presentation and communication of knowledge. |                          |                      |

**LANGUAGE ARTS CURRICULUM**  
**Seventh Grade Common Core State Standards**

**Reading: Literature**

*Key Ideas and Details*

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

*Craft and Structure*

- RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

*Integration of Knowledge and Ideas*

- 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 (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.8 (Not applicable to literature).
- RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

*Range of Reading and Level of Text Complexity*

- RI.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Reading: Informational Text**

*Key Ideas and Details*

- RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## ***LANGUAGE ARTS CURRICULUM***

### ***Seventh Grade Common Core State Standards***

- RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### ***Craft and Structure***

- RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

#### ***Integration of Knowledge and Ideas***

- RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

#### ***Range of Reading and Level of Text Complexity***

- RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Writing**

#### ***Text Types and Purposes***

- W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

## ***LANGUAGE ARTS CURRICULUM***

### ***Seventh Grade Common Core State Standards***

- W.7.1d Establish and maintain a formal style.
- W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e Establish and maintain a formal style.
- W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### ***Production and Distribution of Writing***

- W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## ***LANGUAGE ARTS CURRICULUM***

### ***Seventh Grade Common Core State Standards***

#### ***Research to Build and Present Knowledge***

- 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 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.7.9a Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- W.7.9b 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”).

#### ***Range of Writing***

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

#### ***Comprehension and Collaboration***

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.7.1c Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

## **LANGUAGE ARTS CURRICULUM**

### ***Seventh Grade Common Core State Standards***

#### ***Presentation of Knowledge and Ideas***

- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

#### **Language**

##### ***Conventions of Standard English***

- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.2a Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- L.7.2b Spell correctly.

##### ***Knowledge of Language***

- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

##### ***Vocabulary Acquisition and Use***

- L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

**LANGUAGE ARTS CURRICULUM**  
***Seventh Grade Common Core State Standards***

- L.7.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



# LANGUAGE ARTS CURRICULUM

## Seventh Grade Reading Standards

*Why do we read?*

*What strategies do we use to understand what we read?*

*How do we form a deeper understanding of what we read?*

Students draw on their prior knowledge, their interactions with other readers and writers, their knowledge of word meanings, their word identification strategies, and their understanding of textual features to comprehend, interpret, evaluate, and appreciate texts.

| Grade Level Expectations                                                                                                                                                                                                                                                                                              | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Details and Ideas</b>                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Activate prior knowledge, establish purposes for reading, and adjust the purposes while reading.                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• <a href="#">Differentiated instruction</a></li> <li>• <a href="#">Mini- lessons</a></li> <li>• Teacher modeling</li> <li>• Teacher <a href="#">Think Aloud</a></li> <li>• Teacher/student conferences</li> <li>• <a href="#">Anchor text</a></li> <li>• <a href="#">Guided reading</a></li> <li>• Small group discussions</li> <li>• Independent reading</li> <li>• <a href="#">Shared reading</a></li> <li>• Sustained silent reading</li> <li>• <a href="#">Stop and Sketch</a></li> <li>• <a href="#">Written conversations</a></li> <li>• Note taking</li> <li>• Journal responses</li> <li>• <a href="#">Quick writes</a></li> <li>• <a href="#">Literary letters</a></li> </ul> | <ul style="list-style-type: none"> <li>• Reading Comprehension state tests</li> <li>• CFA</li> <li>• Trimester <a href="#">benchmarks</a></li> <li>• Self- reflections/ Evaluations</li> <li>• Journal responses</li> <li>• Timed writing</li> <li>• <a href="#">Quick writes</a></li> <li>• <a href="#">Literary letters</a></li> <li>• <a href="#">Personal narratives</a></li> <li>• Written reflections</li> <li>• Written responses to open ended questions</li> <li>• Multimedia presentations</li> <li>• <a href="#">CLMS reading response rubric</a></li> </ul> |
| Use information from the text to make a prediction based on what is read.                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Determine a literal or inferred theme within a fictional text and analyze its development over the course of the text.                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Determine two or more literal or inferred main ideas within a nonfiction text and analyze their development over the course of the text.                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Analyze how important story elements interact (e.g., how the setting shapes the characters or plot).                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Analyze the interactions between individuals, events, and ideas in a text (e.g., <u>how</u> ideas influence individuals or events, or <u>how</u> individuals influence ideas or events).                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>○ <i>What is the purpose of the text?</i></li> <li>○ <i>What are the relationships or interactions between ideas, events, or individuals in the text?</i></li> <li>○ <i>What is the effect of the interactions of the ideas, events or individuals in the text?</i></li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Select and organize relevant information from the text in order to summarize events and/or ideas in text, distinct from personal opinions or judgments.                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Discuss what makes a text engaging and appealing to a reader.                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Cite several pieces of stated or implied evidence from the text to draw and/or support a written or spoken conclusion or analysis of the text.                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**LANGUAGE ARTS CURRICULUM**  
**Seventh Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                                                                 | Instructional Strategies                                                                                                                                                                                                                                                                | Evidence of Learning |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Analyze the major actions that define the plot and how actions lead to conflict or resolution.                                                                                                                                                           | <ul style="list-style-type: none"><li>• <a href="#">Flexible groupings</a></li></ul>                                                                                                                                                                                                    |                      |
| <b>Craft and Structure</b>                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                         |                      |
| Compare and contrast the use of structure/organizational patterns of two or more texts.                                                                                                                                                                  | <ul style="list-style-type: none"><li>• Written reading reflections</li><li>• Oral reading reflections</li><li>• <a href="#">Interactive read aloud</a></li><li>• <a href="#">Pair and share</a></li><li>• <a href="#">Book talks</a></li><li>• <a href="#">Storyboarding</a></li></ul> |                      |
| Analyze and evaluate the impact of specific word choice and literary devices, (e.g., alliteration, rhymes) on meaning and tone.<br>See Literary Devices, <a href="#">Appendix A</a>                                                                      |                                                                                                                                                                                                                                                                                         |                      |
| Analyze how a poem’s or drama’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning and style.                                                                                                                                        |                                                                                                                                                                                                                                                                                         |                      |
| Explain the author’s use of voice (e.g., formal, casual, intimate) and how this influences meaning.                                                                                                                                                      |                                                                                                                                                                                                                                                                                         |                      |
| Analyze the structure an author uses to organize a nonfiction text, including how major sections contribute to the development of the ideas.                                                                                                             |                                                                                                                                                                                                                                                                                         |                      |
| Explain the author’s purpose for writing a text and determine how the author distinguishes his or her position from that of others.                                                                                                                      |                                                                                                                                                                                                                                                                                         |                      |
| Analyze how the author develops and contrasts the points of view of different characters or narrators in a fictional text.                                                                                                                               |                                                                                                                                                                                                                                                                                         |                      |
| <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                         |                      |
| Use phonetic, structural, and contextual clues to determine the meaning of unknown words, multiple meaning words, and phrases as they are used in a text, including figurative, connotative or technical meanings, based on Grade 7 reading and content. | <ul style="list-style-type: none"><li>• <a href="#">Word sorts</a></li><li>• <a href="#">Word walls</a></li><li>• Whole class activities/ discussions</li></ul>                                                                                                                         |                      |
| Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.                                                                                                                                                           |                                                                                                                                                                                                                                                                                         |                      |
| Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.                            |                                                                                                                                                                                                                                                                                         |                      |
| Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                                          |                                                                                                                                                                                                                                                                                         |                      |
| Define vocabulary critical to the meaning of texts and use that knowledge to interpret the texts.                                                                                                                                                        |                                                                                                                                                                                                                                                                                         |                      |

**LANGUAGE ARTS CURRICULUM**  
**Seventh Grade Reading Standards**

| Grade Level Expectations                                                                                                                                                                                  | Instructional Strategies                                                                                                                            | Evidence of Learning |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).<br>See <a href="#">Appendix D</a> for list of Greek and Latin roots     |                                                                                                                                                     |                      |
| <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                 |                                                                                                                                                     |                      |
| Compare, contrast, and evaluate author and/or character’s perspectives about universal themes, human nature, cultural, and historical perspectives from reading multiple texts.                           | <ul style="list-style-type: none"> <li>• Collaborative group activities</li> <li>• Classroom debates</li> <li>• Multimedia presentations</li> </ul> |                      |
| Compare/contrast and evaluate themes, ideas, or issues across multiple texts and genres.                                                                                                                  |                                                                                                                                                     |                      |
| 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.                                        |                                                                                                                                                     |                      |
| Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period, analyzing how authors of fiction may use or alter history.                          |                                                                                                                                                     |                      |
| Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |                                                                                                                                                     |                      |
| 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 and justify the claims.                    |                                                                                                                                                     |                      |
| Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.              |                                                                                                                                                     |                      |

# LANGUAGE ARTS CURRICULUM

## Seventh Grade Literary Experience

*What are the qualities of good literature?*  
*What separates a classic from other books?*

**Range of Reading and Level of Text Complexity:** By the end of seventh grade, students will *proficiently* read and comprehend literature (drama, stories, and poems), literary nonfiction, and informational texts in grades 6-8 text complexity band, with scaffolding, as needed, at the high end of the range. Lexile range: 955-1155

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will read a balance of literature and informational texts:</p> <ul style="list-style-type: none"> <li>• <b>literary nonfiction</b> to include: personal essays, speeches, opinion pieces, essays about art, literature, biographies, memoirs, journalism</li> <li>• <b>historical fiction</b></li> <li>• <b>short story</b> (adventure, mysteries, graphic novels)</li> <li>• <b>visual texts</b> (e.g., multimedia, posters, cartoons, charts, graphs, historical, scientific, and economic accounts)</li> <li>• <b>poetry</b></li> <li>• <b>drama</b> (include one-act and multi-act plays, in written form and on film)</li> </ul> | <p>Students will read at least two full length literary works, not to exceed four weeks of classroom instruction, as the basis for whole class discussion:</p> <p style="text-align: center;"><u>Anchor Texts</u></p> <ul style="list-style-type: none"> <li>• <u>The Watsons Go To Birmingham</u> (L1000)</li> <li>• <u>Chinese Cinderella</u> (L960)</li> <li>• <u>The Looking Glass Wars</u> (L1010)</li> <li>• <u>The Giver</u> (L760)</li> <li>• <u>Single Shard</u> (L920)</li> </ul> | <p>Students will self-select from a variety of texts and read a minimum of one book in each of the starred genres:</p> <ul style="list-style-type: none"> <li>• multicultural fiction*</li> <li>• historical fiction</li> <li>• contemporary, realistic fiction</li> <li>• mystery</li> <li>• fantasy, myths</li> <li>• science fiction</li> <li>• adventure/survival</li> <li>• nonfiction (biography, informational, or functional)*</li> <li>• drama</li> </ul> |
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## **LANGUAGE ARTS CURRICULUM**

### **Seventh Grade Writing Standards**

*For what purposes do we write?  
What are the features of good writing?  
What strategies do we use to improve our writing?*

Students adjust their use of spoken, written and visual language to communicate effectively with a variety of audiences and for different purposes.

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate.

Students apply knowledge of language structure, conventions of Standard English, media techniques, figurative language, and genre to create, critique, and discuss print and non- print texts.

| Grade Level Expectations                                                                                                                                                                          | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evidence of Learning                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing Production</b>                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                               |
| Listen to or read a variety of <a href="#">genres</a> to use as models for writing in different modes.<br>See Genres, <a href="#">Appendix B</a>                                                  | <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Teacher modeling,</li> <li>• Think Aloud</li> <li>• <a href="#">Mentor texts</a></li> <li>• <a href="#">Process writing</a></li> <li>• <a href="#">Free writes</a></li> <li>• <a href="#">Graphic organizers</a></li> <li>• Generating topics</li> <li>• <a href="#">Guided writing</a> lessons</li> <li>• <a href="#">Collaborative writing</a></li> <li>• <a href="#">Shared writing</a></li> <li>• Teacher/ student developed <a href="#">Rubrics</a></li> <li>• Focused peer editing</li> <li>• Peer / teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Writing drafts</li> <li>• Teacher developed <a href="#">rubrics</a> ( SA)</li> <li>• Timed writing</li> <li>• DAW/ fall/ winter/ spring</li> <li>• Multimedia presentations</li> <li>• CFA</li> <li>• <a href="#">Benchmark assessments</a></li> </ul> |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                               |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                               |
| With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, and rewriting, focusing on how well the purpose and audience have been addressed. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                               |
| Demonstrate command of all language and writing skills outlined in <a href="#">Appendix C</a>                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                               |
| Demonstrate sufficient command of keyboarding skills to type a minimum of 3 pages in a single sitting.                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                               |
| Use technology, including the Internet, to produce and publish writing, to link to and cite sources, as well as to interact and collaborate with others.                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                               |

***LANGUAGE ARTS CURRICULUM***  
***Seventh Grade Writing Standards***

| Grade Level Expectations                                                                                                                   | Instructional Strategies                                                                                                                                                                                                                             | Evidence of Learning |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Use a variety of formatting changes correctly in preparing electronic documents (e.g., margins, tabs, line spacing, font changes).         | conferences <ul style="list-style-type: none"> <li>• Model student texts</li> <li>• Sharing of student writing</li> <li>• <a href="#">Guided imagery</a></li> <li>• <a href="#">Storyboarding</a></li> <li>• <a href="#">Mentor texts</a></li> </ul> |                      |
| <b>Text Types and Purposes</b>                                                                                                             |                                                                                                                                                                                                                                                      |                      |
| <b>Argumentative:</b>                                                                                                                      |                                                                                                                                                                                                                                                      |                      |
| Write arguments to support claims with clear reasons and relevant evidence.                                                                |                                                                                                                                                                                                                                                      |                      |
| Introduce claim(s) and organize the reasons and evidence clearly.                                                                          |                                                                                                                                                                                                                                                      |                      |
| Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |                                                                                                                                                                                                                                                      |                      |
| Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.                                                   |                                                                                                                                                                                                                                                      |                      |
| Establish and maintain a formal style.                                                                                                     |                                                                                                                                                                                                                                                      |                      |
| Provide a concluding statement or section that follows from the argument presented.                                                        |                                                                                                                                                                                                                                                      |                      |

**LANGUAGE ARTS CURRICULUM**  
**Seventh Grade Writing Standards**

**Narrative**

**Write at least one multi-draft, publishable narrative**

**Student choices:**

- Memoir
- Personal narrative
- Fictional story using various literary techniques(e.g., dialogue, humor, figurative language, including all story elements: setting, plot, theme, character development)

**Students will:**

- Write narratives to **develop real or imagined experiences** or events
- **Draw the reader in** with an inviting title and an engaging lead
- Use a **variety of transitions** to convey a **logical sequence** and signal shifts from one time frame to another
- Use **interesting and appropriate word choice**
- Use **effective narrative techniques**:
  - **descriptive details** and **strong imagery**; may include **figurative language**
  - balance of **thought shots and snapshots**
  - **realistic dialogue**
  - **pacing**
- Follow a **plot line** (exposition, rising action, climax, and resolution)
- Take inspiration and direction from the **mentor texts** used in class
- Provide a **conclusion** that wraps up the plot and points to the theme
- **Organize** well, with effective paragraphs breaks and transitions
- Write with **clarity and fluency** – no run-on sentences or sentence fragments
- **Proofread**: no spelling mistakes, consistent verb tense, minimal punctuation, and grammatical errors

**LANGUAGE ARTS CURRICULUM**  
**Seventh Grade Writing Standards**

**Informative/Explanatory**

**Write at least one multi-draft, publishable, informative/explanatory piece**

**Student choices:**

- Opinion essay
- [Personal literary history](#)
- Varied perspective essays (e.g., cultural perspective from a character's viewpoint in history or literature)

**Students will:**

- **Examine a topic** and convey ideas, concepts, and information
- **Select, organize and analyze relevant content**
- **Organize** ideas, concepts, and information using strategies (e.g., definition, classification, comparison/contrast, cause/effect)
- Provide a **logical explanation** of main points and present concrete details, quotations, and information.
- Use **domain specific vocabulary and precise language** to inform or explain the topic
- Include proper **formatting** (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid explanation
- Use appropriate **transitions** to create cohesion and clarification
- Establish and maintain a **formal style**
- Provide a **concluding statement** that follows or supports the information or explanation presented
- **Organize** well, with effective paragraphs breaks and transitions
- Write with **clarity and fluency** – no run-on sentences or sentence fragment
- **Proofread:** no spelling mistakes, consistent verb tense, minimal punctuation, and grammatical errors



**LANGUAGE ARTS CURRICULUM**  
**Seventh Grade Writing Standards**

**Poetry**

**Write at least one multi-draft, publishable poem**

**Student choices:**

- Response poem (e.g., article, event, photo, etc.)
- [Free verse](#)
- Tritina
- Snapshot poem

**Students will:**

- **Make every word count**; use creative, interesting words, and eliminate unnecessary ones
- Create a strong opening
- **SHOW** rather than **TELL** with detailed description
- Use figurative language (e.g., **simile, metaphor, personification, alliteration, repetition, onomatopoeia**)
- Include a title that is meaningful, creative, and/or clever
- Provide a **strong conclusion**; the last lines end the poem in a memorable, meaningful way
- Show evidence of **revision** through self, peer or teacher conferencing

**Form for Free Verse**

- Each line usually contains one phrase, one word; sometimes, an entire sentence will fit on one line, but rarely more than that
- The last word of every line is a strong noun or verb; Adjectives and the nouns they describe stick together
- New stanza for a change in scene, perspective, or topic, skips lines between stanzas
- Capitalize beginnings of sentences, use periods at the ends of sentences, and do not use a capital just because a word begins the line

## **LANGUAGE ARTS CURRICULUM**

### **Seventh Grade Communication and Collaboration**

*What are the qualities of a good question?  
What are the features of an effective presentation?  
How do we assess the credibility of information?*

Students conduct research on issues and interests by generating ideas and questions and by posing problems.

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Students use spoken, written, and visual language to accomplish their own purposes.

| Grade Level Expectations                                                                                                                                                      | Instructional Strategies                                                                                                                                                                                                                                                                                                                    | Evidence of Learning                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conduct short research projects to answer a question, drawing on several sources and generating additional related questions for further research.                            | <ul style="list-style-type: none"> <li>• PowerPoint presentations</li> <li>• <a href="#">Inquiry circles</a></li> <li>• <a href="#">Inquiry notebooks</a></li> <li>• <a href="#">Question webs</a></li> <li>• <a href="#">Turn and talk</a></li> <li>• Student conducted interviews</li> <li>• Skills for small group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Multi-media presentations</li> <li>• Teacher/ student developed <a href="#">rubrics</a></li> <li>• Social action projects</li> <li>• Performance &amp; self <a href="#">assessments</a></li> <li>• Presentations</li> <li>• Projects (e.g., create posters, letters, picture books, and diaries)</li> </ul> |
| Demonstrate understanding of the subject under investigation.                                                                                                                 |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Determine purpose, <a href="#">point of view</a> , and <a href="#">audience</a> , and choose an appropriate written, oral, or visual format.                                  |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; integrate the information while avoiding plagiarism. |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Draw evidence from literal or informational texts to support analysis, reflection, and research.                                                                              |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Deliver an oral presentation from notes, using appropriate <a href="#">intonation</a> , enunciation, and phrasing that is fluent and well-modulated.                          |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Demonstrate command of the conventions of standard English grammar and usage when speaking.                                                                                   |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Provide basic bibliographic information and use consistent standard format for source citation.                                                                               |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |

***LANGUAGE ARTS CURRICULUM***  
***Seventh Grade Communication and Collaboration***

| <b>Grade Level Expectations</b>                                                                                                                                                                     | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| 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.                                    |                                 |                             |
| Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.                                                                           |                                 |                             |
| Cooperate with peers to set clear goals and deadlines and define roles as needed.                                                                                                                   |                                 |                             |
| Pose questions, listen and respond to the ideas and questions of others, and contribute own information and ideas in group discussions.                                                             |                                 |                             |
| Incorporate multimedia components (e.g., graphics, images, music, sound) and visual displays of data when helpful and in a manner that strengthens the presentation and communication of knowledge. |                                 |                             |
| Qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of the evidence.                                                                            |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
***Eighth Grade Common Core State Standards***

**Reading: Literature**

*Key Ideas and Details*

- RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

*Craft and Structure*

- RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

*Integration of Knowledge and Ideas*

- RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.8.8 (Not applicable to literature.)
- RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

*Range of Reading and Level of Text Complexity*

- RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

**LANGUAGE ARTS CURRICULUM**  
***Eighth Grade Common Core State Standards***

**Reading: Informational Text**

*Key Ideas and Details*

- RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

*Craft and Structure*

- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

*Integration of Knowledge and Ideas*

- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

*Range of Reading and Level of Text Complexity*

- RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**LANGUAGE ARTS CURRICULUM**  
***Eighth Grade Common Core State Standards***

**Writing**

*Text Types and Purposes*

- W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d Establish and maintain a formal style.
- W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e Establish and maintain a formal style.
- W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

## ***LANGUAGE ARTS CURRICULUM***

### ***Eighth Grade Common Core State Standards***

#### ***Production and Distribution of Writing***

- W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

#### ***Research to Build and Present Knowledge***

- 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 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.
- W.8.9a Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- W.8.9b Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

#### ***Range of Writing***

- W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening**

#### ***Comprehension and Collaboration***

- SL.8.1 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.

## ***LANGUAGE ARTS CURRICULUM***

### ***Eighth Grade Common Core State Standards***

- SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### ***Presentation of Knowledge and Ideas***

- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

## **Language**

#### ***Conventions of Standard English***

- L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.1b Form and use verbs in the active and passive voice.
- L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
- L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b Use an ellipsis to indicate an omission.
- L.8.2c Spell correctly.



## **LANGUAGE ARTS CURRICULUM**

### ***Eighth Grade Common Core State Standards***

#### ***Knowledge of Language***

- L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

#### ***Vocabulary Acquisition and Use***

- L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b Use the relationship between particular words to better understand each of the words.
- L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# LANGUAGE ARTS CURRICULUM

## Eighth Grade Reading Standards

*Why do we read?  
What strategies do we use to understand what we read?  
How do we form a deeper understanding of what we read?*

Students draw on their prior knowledge, their interactions with other readers and writers, their knowledge of word meaning, their word identification strategies, and their understanding of textual features to comprehend, interpret, evaluate, and appreciate texts.

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Evidence of Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Ideas and Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Activate prior knowledge, establish purposes for reading, and adjust the purposes while reading.                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• <a href="#">Differentiated instruction</a></li> <li>• <a href="#">Mini- lessons</a></li> <li>• Teacher modeling</li> <li>• Teacher <a href="#">Think Aloud</a></li> <li>• Teacher/ student conferences</li> <li>• <a href="#">Anchor text</a></li> <li>• <a href="#">Guided reading</a></li> <li>• Small group discussions</li> <li>• Independent reading</li> <li>• <a href="#">Shared reading</a></li> <li>• Sustained silent reading</li> <li>• <a href="#">Written conversations</a></li> <li>• Note taking</li> <li>• Journal responses</li> <li>• <a href="#">Quick writes</a></li> <li>• <a href="#">Literary letters</a></li> <li>• <a href="#">Flexible groupings</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">CMT</a> Reading Comprehension</li> <li>• <a href="#">CFA's</a></li> <li>• Trimester <a href="#">benchmark</a></li> <li>• Self- reflections/ Evaluations</li> <li>• Journal responses</li> <li>• Timed writing</li> <li>• <a href="#">Literary letters</a></li> <li>• <a href="#">Personal narratives</a></li> <li>• Written reflections</li> <li>• Written responses to open-ended questions</li> <li>• Multimedia presentations</li> <li>• <a href="#">CLMS reading response rubric</a></li> </ul> |
| Use information from the text to make a prediction based on what is read.                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Determine a literal or inferred theme within a fictional text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Determine a literal or inferred central idea within a nonfiction text and analyze its development over the course of the text, including its relationship to supporting ideas.                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Analyze how particular lines of dialogue or incidents of a story or drama propel the action, provoke a decision, or reveal a character.                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Analyze <i>how</i> a text makes connections among and <i>distinctions between</i> individuals, ideas, or events.<br><i>How did the writer achieve the purpose (e.g., through comparisons, analogies, or categories)?</i><br><i>Was the writer effective?</i><br><i>What effect might this have on the event, the individual, the reader (intended audience, and /or the writer)?</i><br><i>What understandings does this teach us about ____?</i><br><i>What are the implications of this text on _____?</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Select and organize relevant information from the text in order to objectively summarize events and/or ideas, distinct from personal opinion or judgments.                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Discuss what makes a text engaging and appealing to a reader.                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

**LANGUAGE ARTS CURRICULUM**  
***Eighth Grade Reading Standards***

| Grade Level Expectations                                                                                                                                                                                                                          | Instructional Strategies                                                                                                                                                                                                                                                                | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Cite stated or implied evidence from the text that most strongly supports an analysis of the text.                                                                                                                                                |                                                                                                                                                                                                                                                                                         |                      |
| Compare and contrast literacy characters’ perspectives, motivations, and reactions to conflict.                                                                                                                                                   |                                                                                                                                                                                                                                                                                         |                      |
| Craft and Structure                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                         |                      |
| Compare and contrast the use of structure of two or more texts.                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• Written reading reflections</li><li>• Oral reading reflections</li><li>• <a href="#">Interactive read aloud</a></li><li>• <a href="#">Pair and share</a></li><li>• <a href="#">Book talks</a></li><li>• <a href="#">Storyboarding</a></li></ul> |                      |
| Analyze how differing structure of each text contributes to its meaning and style.                                                                                                                                                                |                                                                                                                                                                                                                                                                                         |                      |
| Analyze the impact of figurative language and specific word choice on meaning and tone, including analogies or allusions to other texts.<br>See Literary Devices, <a href="#">Appendix A</a>                                                      |                                                                                                                                                                                                                                                                                         |                      |
| Analyze how the different points of view (characters, audience, or reader) create such effects as suspense or humor (e.g., created through the use of dramatic irony).                                                                            |                                                                                                                                                                                                                                                                                         |                      |
| Analyze in detail the structure of a specific paragraph in a nonfiction text, including the role of particular sentences in developing and refining a key concept.                                                                                |                                                                                                                                                                                                                                                                                         |                      |
| Determine the author’s point of view in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.                                                                                                        |                                                                                                                                                                                                                                                                                         |                      |
| Vocabulary Acquisition and Use                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                         |                      |
| Use phonetic, structural, and contextual clues to determine meanings of unknown or multiple-meaning words and phrases as they are used in a text, including figurative, connotative and technical meanings, based on Grade 8 reading and content. | <ul style="list-style-type: none"><li>• <a href="#">Word sorts</a></li><li>• <a href="#">Word walls</a></li><li>• Whole class activities</li></ul>                                                                                                                                      |                      |
| Interpret figures of speech (e.g., verbal irony, puns) in context.                                                                                                                                                                                |                                                                                                                                                                                                                                                                                         |                      |
| Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.                     |                                                                                                                                                                                                                                                                                         |                      |
| Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).                                                                                                   |                                                                                                                                                                                                                                                                                         |                      |
| Define vocabulary critical to the meaning of texts and use that knowledge to interpret the texts.                                                                                                                                                 |                                                                                                                                                                                                                                                                                         |                      |

**LANGUAGE ARTS CURRICULUM**  
***Eighth Grade Reading Standards***

| Grade Level Expectations                                                                                                                                                                                                        | Instructional Strategies                                                                                                                            | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).<br>See <u>Addendum D</u> for list of Greek and Latin roots.                                   |                                                                                                                                                     |                      |
| <b>Integration of Knowledge and Ideas</b>                                                                                                                                                                                       |                                                                                                                                                     |                      |
| Compare/contrast and evaluate themes, ideas, or issues across multiple texts and genres.                                                                                                                                        | <ul style="list-style-type: none"> <li>• Collaborative group activities</li> <li>• Classroom debates</li> <li>• Multimedia presentations</li> </ul> |                      |
| Analyze the extent to which a filmed or live production of a story or drama stays faithful or departs from the text or script, evaluating the choices of the director or actors.                                                |                                                                                                                                                     |                      |
| Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., Bible), including describing how the work is rendered new.              |                                                                                                                                                     |                      |
| Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.                                                                    |                                                                                                                                                     |                      |
| Delineate and evaluate the argument and specific claims in a text, assessing if the reasoning is sound and evidence is relevant and sufficient; recognize irrelevant evidence.                                                  |                                                                                                                                                     |                      |
| Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.                                                         |                                                                                                                                                     |                      |
| Demonstrate understanding of a text by applying text based information to a new or similar issue or situation. (e.g., Based on George Washington’s principles, would he agree/disagree with President Obama’s healthcare plan?) |                                                                                                                                                     |                      |

# LANGUAGE ARTS CURRICULUM

## Eighth Grade Literary Experience

*What are the qualities of good literature?*  
*What separates a classic from other books?*

**Range of Reading and Level of Text Complexity:** By the end of eighth grade, students will *proficiently and independently* read and comprehend literature (drama, stories, and poems), literary nonfiction, and informational texts in grades 6-8 text complexity band, with scaffolding, as needed, at the high end of the range. Lexile range: 955-1155

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students will read a balance of literature and informational texts:</p> <ul style="list-style-type: none"> <li>• <b>literary nonfiction</b> to include: personal essays, speeches, opinion pieces, essays about art, literature, biographies, memoirs, journalism</li> <li>• <b>historical fiction</b></li> <li>• <b>short story</b> (adventure, mysteries, graphic novels)</li> <li>• <b>visual texts</b> (e.g., multimedia, posters, cartoons, charts, graphs, historical, scientific, and economic accounts)</li> <li>• <b>poetry</b></li> <li>• <b>drama</b> (include one-act and multi-act plays, in written form and on film)</li> </ul> | <p>Students will read at least two full length literary works, not to exceed four weeks of classroom instruction, as the basis for whole class discussion:</p> <p style="text-align: center;"><u>Anchor Texts:</u></p> <ul style="list-style-type: none"> <li>• <u>The Narrative of Frederick Douglass (L1770)</u></li> <li>• <u>Romeo and Juliet (L1770)</u></li> <li>• <u>Night</u></li> <li>• <u>Four Perfect Pebbles (L1080)</u></li> </ul> | <p>Students will self-select from a variety of texts and read a minimum of one book in each of the starred genres:</p> <ul style="list-style-type: none"> <li>• historical fiction*</li> <li>• contemporary, realistic fiction</li> <li>• mystery</li> <li>• fantasy, myths</li> <li>• science fiction</li> <li>• classic fiction</li> <li>• adventure/survival</li> <li>• nonfiction texts* (biography, informational, or functional)</li> <li>• drama</li> </ul> |
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## LANGUAGE ARTS CURRICULUM

### Eighth Grade Writing Standards

*For what purposes do we write?  
What are the features of good writing?  
What strategies do we use to improve our writing and speaking?*

Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate.

Students apply knowledge of language structure, conventions of Standard English, media techniques, figurative language, and genre to create, critique, and discuss print and non- print texts.

| Grade Level Expectations                                                                                                                                                                          | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evidence of Learning                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing Production</b>                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                               |
| Listen to or read a variety of <a href="#">genres</a> to use as models for writing in different modes.<br>See Genres <a href="#">Appendix B</a>                                                   | <ul style="list-style-type: none"> <li>Teacher Modeling of Writing Process</li> <li>Writing <a href="#">Mini-lessons</a></li> <li><a href="#">Process writing</a></li> <li><a href="#">Free writes</a></li> <li><a href="#">Graphic organizers</a></li> <li><a href="#">Writing Workshop</a></li> <li>Generating topics</li> <li><a href="#">Guided writing</a> lessons</li> <li><a href="#">Collaborative writing</a></li> <li><a href="#">Shared writing</a></li> <li>Teacher/ student developed <a href="#">Rubrics</a></li> <li>Focused peer editing</li> <li>Peer / Teacher</li> </ul> | <ul style="list-style-type: none"> <li>Oral Presentations</li> <li>Writing Drafts</li> <li>Teacher developed <a href="#">rubrics</a> ( SA)</li> <li>Timed Writing</li> <li>DAW/ fall/ winter/ spring</li> <li>Multimedia presentations</li> <li>CFA</li> <li><a href="#">Benchmark assessments</a></li> </ul> |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                               |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                               |
| With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, and rewriting, focusing on how well the purpose and audience have been addressed. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                               |
| Demonstrate command of all language and writing skills outlined in <a href="#">Appendix C</a> .                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                               |
| Demonstrate sufficient command of keyboarding skills to type a minimum of 3 pages in a single sitting.                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                               |
| Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                               |

**LANGUAGE ARTS CURRICULUM**  
***Eighth Grade Writing Standards***

| Grade Level Expectations                                                                                                                   | Instructional Strategies                                                                                                                                                                                    | Evidence of Learning |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Use a variety of formatting changes correctly in preparing electronic documents (e.g., margins, tabs, line spacing, font changes).         | conferences <ul style="list-style-type: none"> <li>• Sharing of Student Writing</li> <li>• <a href="#">Mentor Texts</a></li> <li>• <a href="#">Guided imagery</a></li> <li>• Teacher Think Aloud</li> </ul> |                      |
| <b>Text Types and Purposes</b>                                                                                                             |                                                                                                                                                                                                             |                      |
| <b>Argumentative:</b>                                                                                                                      |                                                                                                                                                                                                             |                      |
| Write arguments to support claims with clear reasons and relevant evidence.                                                                |                                                                                                                                                                                                             |                      |
| Introduce claim(s) and organize the reasons and evidence clearly.                                                                          |                                                                                                                                                                                                             |                      |
| Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |                                                                                                                                                                                                             |                      |
| Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.                                                   |                                                                                                                                                                                                             |                      |
| Establish and maintain a formal style.                                                                                                     |                                                                                                                                                                                                             |                      |
| Provide a concluding statement or section that follows from the argument presented.                                                        |                                                                                                                                                                                                             |                      |

**LANGUAGE ARTS CURRICULUM**  
***Eighth Grade Writing Standards***

**Narrative**

**Write at least one multi-draft, publishable narrative**

**Student choices:**

- Memoir/[personal narrative](#)
- Short story ( realistic or historical)
- Play or a television episode with elaborate dialogue, fully developing setting and characters so actors can take on a role

**Students will:**

- Write narratives to develop **real or imagined experiences or events**
- Draw reader in with **engaging, thoughtful beginnings** that may “start in the action,” with a character thinking, dialogue, or describing an aspect of setting
- **Organize an event sequence** that unfolds naturally and logically
- Use narrative techniques, such as **dialogue, pacing, description, and reflection**, to develop experiences, events, and/or characters
- If the form is a play, television episode, or short story, include **plot elements**: exposition, characters, setting, conflict, climax, and resolution
- Use a variety of **transitions** to convey sequence, signal shifts from one time frame or setting to another, and to show the relationships among experiences and events
- Use precise words and phrases, relevant **descriptive details**, and **sensory language** to capture the action and convey experiences and events
- Provide a **memorable conclusion** that follows from and reflects on the narrated experiences or events
- Craft original **figurative language**, including **simile** and **metaphor**
- Use strong, **active verbs** – not rely on “to be” verb form
- Include an **original title**
- **Organize** well, with effective paragraphs breaks and transitions
- Write with **clarity and fluency** – no run-on sentences or sentence fragments
- **Proofread**: no spelling mistakes, consistent verb tense, minimal punctuation, and grammatical errors



**LANGUAGE ARTS CURRICULUM**  
***Eighth Grade Writing Standards***

**Informative/Explanatory**

**Write at least one multi-draft, publishable informative/explanatory piece**

**Student choices:**

- Informational piece
- Feature/news article (obituary, column, profile)
- Poetic explication

**Students will:**

- **Examine a topic** and convey ideas and information through the selection, organization, and analysis of relevant content
- **Introduce topic** in a clear and meaningful way, previewing what is to follow
- **Organize** ideas, concepts, and information into broader categories
- **Develop the topic** with relevant, well-chosen facts, definitions, details, quotations, or other information and examples
- Use appropriate and varied **transitions** to create cohesion and clarify the relationships among ideas and concepts
- Use **precise language** and domain-specific vocabulary to inform about or explain the topic
- Establish and maintain a **formal style**
- **Close in a meaningful manner** by providing a concluding statement or section that follows from and supports the information or explanation presented
- Include **proper formatting** (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid explanation
- **Organize** well, with effective paragraphs breaks and transitions
- Write with **clarity and fluency** – no run-on sentences or sentence fragments
- **Proofread**: no spelling mistakes, consistent verb tense, minimal punctuation, and grammatical errors

**LANGUAGE ARTS CURRICULUM**  
***Eighth Grade Writing Standards***

**Poetry**

**Write at least one multi-draft, publishable poem**

**Student choices:**

- Free verse poem
- Ode
- Metaphor
- Snapshot poem

**Students will:**

- “SHOW” rather than “tell,” creating **imagery** rather than relying on explicit details
- draw on five **senses** to convey experiences, emotions, or images
- create strong, intentional **opening and closing lines**
- **eliminate all “clutter,”** including unnecessary adjectives and adverbs
- use **strong active verbs**: limited “to be verbs” used (is, am, are, was, were, has been, had been, have been)
- **not repeat words**
- include an **original title**
- employ **effective line breaks**
- include **“inspired by” line** as appropriate
- use **capital letters** intentionally only
- **proofread** for 100% spelling accuracy

# LANGUAGE ARTS CURRICULUM

## Eighth Grade Communication and Collaboration

*What are the qualities of a good question?  
What are the features of an effective presentation?  
How do we assess the credibility of information?*

Students conduct research on issues and interest by generating ideas and questions and by posing problems

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Students use spoken, written, and visual language to accomplish their own purposes.

| Grade Level Expectations                                                                                                                                                                | Instructional Strategies                                                                                                                                                                                                                                                                                                                    | Evidence of Learning                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conduct short as well as more sustained research projects on issues and interests by generating ideas and self-generated questions, and by posing problems, drawing on several sources. | <ul style="list-style-type: none"> <li>• PowerPoint presentations</li> <li>• <a href="#">Inquiry circles</a></li> <li>• <a href="#">Inquiry notebooks</a></li> <li>• <a href="#">Question webs</a></li> <li>• <a href="#">Turn and talk</a></li> <li>• Student conducted interviews</li> <li>• Skills for small group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Multi-media presentations</li> <li>• Teacher/ student developed <a href="#">rubrics</a></li> <li>• Social action projects</li> <li>• Performance &amp; self- <a href="#">assessments</a></li> <li>• Presentations</li> <li>• Projects (e.g., create posters, letters, picture books and diaries)</li> </ul> |
| Demonstrate understanding of the subject under investigation.                                                                                                                           |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Determine purpose, <a href="#">point of view</a> , and <a href="#">audience</a> , and choose an appropriate written, oral, or visual format.                                            |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; integrate the information while avoiding plagiarism.           |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                       |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Deliver an oral presentation with and without notes, using appropriate <a href="#">intonation</a> , enunciation, and phrasing that is fluent and well-modulated.                        |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Demonstrate command of the conventions of standard English grammar and usage when speaking.                                                                                             |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |
| Provide basic bibliographic information and use consistent standard format for source citation.                                                                                         |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                      |

***LANGUAGE ARTS CURRICULUM***  
***Eighth Grade Communication and Collaboration***

| <b>Grade Level Expectations</b>                                                                                                                                                                      | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| 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.                                     |                                 |                             |
| Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.                                                                            |                                 |                             |
| Cooperate with peers to set clear goals and deadlines and define roles as needed.                                                                                                                    |                                 |                             |
| Pose questions that connect the ideas of several speakers and advance a discussion by asking and responding to questions and sharing relevant knowledge and observations.                            |                                 |                             |
| Qualify or justify, when warranted, their own thinking, after listening to others' questions or accounts of the evidence.                                                                            |                                 |                             |
| Incorporate multimedia components (e.g., graphics, images, music, sound ) and visual displays of data when helpful and in a manner that strengthens the presentation and communication of knowledge. |                                 |                             |

## ***LANGUAGE ARTS CURRICULUM***

### ***Sixth through Eighth Grade Resources***

#### **Teacher Resources**

- Allen, Jennifer. 2006. *Becoming a Literacy Leader*. Portland, ME: Stenhouse Publishers.
- Anderson, Carl. 2000. *How's it Going? A Practical Guide to Conferring With Student Writers*. Portsmouth, NH: Heinemann.
- Anderson, Carl. 2008. *Strategic Writing Conferences*. Portsmouth, NH: Heinemann.
- Atwell, Nancy. 2008. *Lessons That Change Writers*. Portsmouth, NH: Heinemann.
- Atwell, Nancy. 2008. *Naming the World: A Year of Poems and Lessons*. Portsmouth, NH: Heinemann.
- Bear, D., M. Invernizzi, S. Templeton, and F. Johnston. 2003. *Words Their Way: Study for Phonics, Vocabulary, and Spelling Instruction in Grades 4-12*. Upper Saddle River, NJ: Prentice Hall.
- Beers, Kylene, and Robert E. Probst. 2013. *Notice & Note*. Portsmouth, New Hampshire: Heinemann.
- Bernabei, Gretchen. 2005. *Reviving the Essay*. Shoreham, Vermont: Discover Writing Press.
- Blachowicz, Camille. 2002. *Teaching Vocabulary in All Classrooms*. Upper Saddle River, New Jersey: Merrill Prentice Hall.
- Boyles, Nancy. 2004. *Constructing Meaning*. Gainesville, Florida: Maupin House Publishing.
- Boyles, Nancy. 2009. *Launching RTI Comprehension Instruction with Shared Reading*. Gainesville, Florida: Maupin House Publishing.
- Caine, Karen. 2008. *Writing To Persuade: Minilessons to help Students Plan, Draft, and Revise*. Portsmouth, NH: Heinemann.
- Fletcher, R., and Portalupi, J. 2007. *Craft Lessons: Teaching Writing Lessons K-8*. Portland, ME: Stenhouse Publishers.
- Harvey, Stephanie, and Goudvis, Anne. 2000. *Strategies That Work*. York, Maine: Stenhouse.
- Harvey, Stephanie, and Daniels, Harvey. 2009. *Comprehension & Collaboration*. Portsmouth, NH: Heinemann.
- Havens, Lynn. 2005. *Project CRISS Reference Guide for Teachers*. Kalispell, Montana: Project CRISS.
- Hoyt, Linda. 1999. *Revisit, Reflect, Retell*. Portsmouth, NH: Heinemann.
- Marzano, Robert. 2004. *Building Academic Vocabulary*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Portalupi, Joann, and Fletcher, Ralph. 2001. *Nonfiction Craft Lessons*. Portland, Maine: Stenhouse Publishers.
- Rief, Linda. 2003. *100 Quickwrites*. New York, New York: Scholastic Professional Books.

## **LANGUAGE ARTS CURRICULUM**

### ***Sixth through Eighth Grade Resources***

#### **Grade 6 Resources (Lexile Range)**

##### **Independent Reading:**

*Alex Riders Adventures Set*

*Shoeless Joe*

*Travel Team*

*The Greatest: Muhammad Ali*

*The Breadwinner Trilogy*

*Faces- People, Places, and Culture*

##### **Mentor Texts:**

*Fly Away Home*

*Your Move*

*More than Anything Else*

*Dateline: Troy*

*Thank You, Mr. Falker*

*I Hate English*

*My Rotten Redheaded Older Brother*

*Fireflies*

*Pink and Say*

*Neighborhood Odes*

*Shortcut*

*Marshfield Dreams: When I was a Kid*

*Come on, Rain!*

*Little by Little*

*The Relatives Came*

*Baseball in April and Other Stories*

*Owl Moon*

##### **Whole Class / Small Group Texts:**

*Journey (630L)*

*Number the Stars (670L)*

*The Great Gilly Hopkins (800L)*

*Bridge to Terabithia (810L)*

*Someone Named Eva (820L)*

*My Broken Family (\*HL630L)*

*Scarface (\*HL550L)*

*Shola's Game (\*HL540L)*

*When Zachary Beaver Came to Town (710L)*

*Tag Team (\*HL640L)*

*Avalanche (\*HL570L)*

*Our Plane is Down (\*HL660L)*

*Running for Dave (\*HL560L)*

*Stealing Home (\*HL520L)*

*Milkweed (510L)*

*Freak the Mighty (1000L)*

*Peace, Locomotion (860L)*

*Ida B (970L)*

*The Devil's Arithmetic (730L)*

*So B. It (860L)*

*The Tiger Rising (520L)*

*Boy (1090L)*

*Julie of the Wolves (860L)*

*Walk Two Moons (770L)*

**\* HL – High-Low-High Interest, low readability**

## **LANGUAGE ARTS CURRICULUM**

### ***Sixth through Eighth Grade Resources***

#### **Grade 7 Resources (Lexile Range)**

##### **Independent Reading and Mentor Texts:**

*The Honest-to-Goodness Truth*

*A River Ran Wild*

*One Green Apple*

*Pictures from our Vacation*

*Going Home*

*The Lotus Seed*

*14 Cows for America*

*Small Beauties: The Journey of Darcy*

*Heart O'Hara*

*Silver Packages*

*As Good as Anybody*

*This is the Dream*

*The Wretched Stone*

*Planting the Trees of Kenya*

*Beatrice's Goat*

*A River of Words*

*Black Whiteness*

*Smoky Night*

*The Story of Ruby Bridges*

*Through my Eyes*

*Faithful Elephants*

*Leon's Story*

*How Angel Peterson Got His Name*

*Snowflake Bentley*

*Open your Eyes: Extraordinary*

*Experiences in Faraway Places*

*When I was your Age*

*When I was your Age Volume Two*

*Looking Back: A Book of Memories*

*Shadow Children Collection*

*The Hunger Games*

##### **Whole Class / Small Group Texts:**

*Three Cups of Tea* Young Readers Edition

**(910L)**

*Seedfolks* **(710L)**

*The Giver* **(760L)**

*Red Kayak* **(800L)**

*Hoot* **(760L)**

*Homeless Bird* **(800L)**

*Elephant Run* **(750L)**

*Al Capone Does my Shirts* **(600L)**

*Walk Two Moons* **(710L)**

*Drums, Girls, and Dangerous Pie*

*Kira Kira* **(740L)**

*Flipped* **(720L)**

*The Schwa was Here* **(790L)**

*A Mango Shaped Space* **(770L)**

*So B. It* **(860L)**

*The View from Saturday* **(870L)**

*A Boy at War* **(530L)**

*Uglies* **(770L)**

*A Wrinkle in Time* **(740L)**

*Harry Potter and the Sorcerer's Stone*

**(880L)**

*The Gospel According to Larry* **(800L)**

*Sammy Keyes and the Hotel Thief* **(840L)**

*Gathering Blue* **(680L)**

*Messenger* **(720L)**

*The Clique* **(790L)**

*The Wringer* **(690L)**

*Princess Academy* **(890L)**

*The Boy Who Saved Baseball* **(660L)**

*Ella Enchanted* **(670L)**

*Fever 1793* **(580L)**

*The Watsons go to Birmingham 1963*

**(1000L)**

*Bud, Not Buddy* **(950L)**

*Things not Seen* **(690L)**

*Chasing Vermeer* **(770L)**

*Peter and the Starcatchers* **(770L)**

*Hope was Here* **(710L)**

*Tangerine* **(680L)**

*The Looking Glass Wars* **(1010L)**

*Double Identity* **(810L)**

*Bound* **(800L)**

*The Amazing Maurice and His Educated*

*Rodents* **(550L)**

*A Hat Full of Sky* **(820L)**

*Wintersmith* **(770L)**

*A Boy no More*

*Heroes Don't Run* **(650L)**

*Life as We Knew it* **(770L)**

*Chinese Cinderella* **(960L)**

## **LANGUAGE ARTS CURRICULUM**

### ***Sixth through Eighth Grade Resources***

#### **Grade 8 Resources (Lexile Range)**

##### Class Library – Poetry:

*Good Poems*

*Poetry in Six Dimensions*

*You Hear Me?*

##### Class Library – Nonfiction:

*The Day Newspaper*

*They Broke the Law: You be the Judge*

*Where are my Rights?*

*The Great Fire*

*Between Boardsliders and Burnout*

*Black Potatoes*

*Truce*

##### Historical Guided Reading – Holocaust:

*Four Perfect Pebbles*

*Hitler Youth: Growing up in Hitler's*

*Shadow*

*The Boy Who Dared*

##### Historical Guided Reading – WWII:

*Farewell to Manzanar (1040L)*

*Under the Blood Red Sun (640L)*

*Soldier X (740L)*

*Heroes (1060L)*

*I Had Seen Castles (950L)*

*The Bomb (830L)*

##### Historical Guided Reading – Vietnam War:

*Fallen Angels (650L)*

*All the Broken Pieces (\*HL680L)*

*Lost in the War (680L)*

*Shooting the Moon (890L)*

*Cracker! The Best Dog in Vietnam  
(730L)*

##### Class Library – Historical Fiction:

*Witness (590L)*

*Sunrise Over Fallujah (780L)*

##### Historical Guided Reading – Civil Rights:

*Getting Away with Murder (1210L)*

*A Wreath for Emmett Till*

*Coming of Age in Mississippi*

*Mississippi Trial, 1955 (870L)*

*Rosa Parks: My Story (970L)*

*Freedom Walkers (110L)*

*The Help*

*Students on Strike (1030L)*

*A Thousand Never Evers (830L)*

*Lay That Trumpet in Our Hands*

##### Class Library – Fiction:

*Things not Seen (690L)*

*Voya's Top Fiction for Middle School  
Readers*

*I Am the Cheese (810L)*

**\* HL – High-Low-High Interest, low readability**

#### **Technology Resources**

[www.fcps.edu/keyMS/library/bibliography.html/](http://www.fcps.edu/keyMS/library/bibliography.html/) - format for a bibliography

[www.ReadWriteThink.org](http://www.ReadWriteThink.org) - a research based lesson plans and online resources for teachers of language arts K-12

[www.StudyIsland.org](http://www.StudyIsland.org) - an online skills building program for reading, math and science based on Connecticut Curriculum Standards.

[www.ncte.org](http://www.ncte.org)

<http://owl.english.purdue.edu>



***LANGUAGE ARTS CURRICULUM***  
***Sixth and Seventh Grade Rubric for Open-Ended Responses***

| <b>4</b>                                                               | <b>3</b>                                                         | <b>2</b>                                                         | <b>1</b>                                                     |
|------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Exemplary</b>                                                       | <b>Proficient</b>                                                | <b>Progressing</b>                                               | <b>Beginning</b>                                             |
| 90-100%                                                                | 80-89%                                                           | 70-79%                                                           | 50-69%                                                       |
| Insightful, well organized, and fluent                                 | Thoughtful, organized, and fluent                                | Somewhat fluent, may be awkward in places                        | Disorganized or confusing                                    |
| Deep understanding of text is demonstrated                             | Clear understanding of the text is demonstrated                  | Basic understanding of text is displayed                         | Limited or no understanding of text or question is displayed |
| At least one specific reference to text is used to support ideas       | At least one relevant reference to text is used to support ideas | At least one relevant example from text is used to support ideas | Vague or no examples from text are used to support ideas     |
| Text references are well interpreted and clearly connected to response | Text references are explained and connected to response          | Text references are somewhat connected to response               | Text reference seems irrelevant to response                  |

***LANGUAGE ARTS CURRICULUM***  
***Eighth Grade Rubric for Open-Ended Responses***

| <b>4</b>                                                               | <b>3</b>                                                           | <b>2</b>                                                         | <b>1</b>                                                     |
|------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------|
| <b>Exemplary</b>                                                       | <b>Proficient</b>                                                  | <b>Progressing</b>                                               | <b>Beginning</b>                                             |
| 90-100%                                                                | 80-89%                                                             | 70-79%                                                           | 50-69%                                                       |
| Insightful, well organized, and fluent                                 | Thoughtful, organized, and fluent                                  | Somewhat fluent, may be awkward in places                        | Disorganized or confusing                                    |
| Deep understanding of text is demonstrated                             | Clear understanding of the text is demonstrated                    | Basic understanding of text is displayed                         | Limited or no understanding of text or question is displayed |
| At least two specific references to text are used to support ideas     | At least two relevant references to text are used to support ideas | At least one relevant example from text is used to support ideas | Vague or no examples from text are used to support ideas     |
| Text references are well interpreted and clearly connected to response | Text references are explained and connected to response            | Text references are somewhat connected to response               | Text reference seems irrelevant to response                  |

## ***LANGUAGE ARTS CURRICULUM***

### ***Sixth through Eighth Grade Genre Study***

**Genre:** a category or type of literature based on its style, form and content.

The two major categories are **fiction** and **nonfiction**. From these, we can classify even further.

#### **FICTION**

*An imaginary story*

##### **Realistic Fiction**

Story that can actually happen and is true to life (Stargirl).

**Realistic Fiction / Humor:** fiction full of fun, fancy, and excitement, meant to entertain.

**Realistic Fiction / Adventure:** action takes lead role over theme; story may center around struggle to survive.

##### **Historical Fiction**

Story with fiction characters and events that takes place in a historical setting (before 1975).

While the character(s) may be fictional, the setting is a real historical period (“War Party”).

##### **Science Fiction**

Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets.

Characters may be robots, aliens, or “mad” scientists. Plot may include time travel, technology, or experiments gone wrong.

##### **Fantasy**

Fiction with strange or other worldly settings or characters, usually includes an element of magic.

Plot may include hero’s journey and/or the fight between good and evil (“The Third Wish”).

##### **Mystery**

Fiction dealing with the solution of a crime or the unraveling of secrets (“The Lady or the Tiger?”)

##### **Horror**

Fiction in which events evoke a feeling of dread in both the characters and the reader (“The Tell Tale Heart”)

##### **Drama**

Stories composed in verse or prose, usually for theatrical performance, where conflicts and emotion are expressed through dialogue and action (The Tragedy of Romeo and Juliet).

## ***LANGUAGE ARTS CURRICULUM***

### ***Sixth through Eighth Grade Genre Study***

#### **Short Story**

Work of fiction that is shorter than a novel, focuses on a single events, contains few characters, and has one plot, one setting, and one theme (“The Monkey’s Paw”).

#### **Poetry** (may be fiction or nonfiction)

Shortened form of writing in which a writer may express his feelings, opinions, or narrate a particular situation or event. Poems may include figurative language and may or may not follow a form or structure.

**Narrative Poem:** poem that tells a story.

**Free verse poem:** poem that has no real rhythm or pattern

**Ode:** poem that pays tribute to a particular person or thing

#### **Traditional Literature**

**Folklore:** stories of a people or “folk” as handed down by word of mouth

**Fairy Tale:** story about fairies or other magical creatures, usually for children

**Fable:** story demonstrating a useful truth. Many fables include animals that speak as humans

**Legend:** story, sometimes of a national or folk hero, which has a basis in fact, but also includes imaginative material

**Mythology:** story often based in part on historical events that reveals human behavior and natural phenomena; often pertains to the actions of the gods

**Tall Tale:** humorous story told with grand exaggerations, includes heroes who do the impossible

#### **NONFICTION**

*Text dealing with actual, real-life subjects*

#### **Biography**

Story of someone’s life written by someone else.

#### **Autobiography**

Story about someone’s life written by person himself; a **memoir** is a form of autobiographical writing in which the author focuses on one particular part of his life, rather than his entire life such as in the short story “The Great Rat Hunt.”

#### **Essay**

A short literary composition that reflects the author’s outlook or point of view.

***LANGUAGE ARTS CURRICULUM***  
***Sixth through Eighth Grade Genre Study***

**Informational**

Provides information on a particular topic.

**Functional**

Provides reader with information on how to do something.

*\*\* NOTE: Genre categories aren't always clear-cut. For instance, a novel can be a mystery set in the future (science fiction) or in the past (historical fiction). \*\**

***LANGUAGE ARTS CURRICULUM***  
***Sixth through Eighth Grade Personal Literary History***

**The Stories That Tell Us Who We Are**

Human beings have been telling stories for as long as we have been around. The stories we tell, with words or pictures or music, define life as we understand it. We learn and understand more about the meaning of courage as it is lived. For example, from the stories we tell, whether those stories be the ones we study in school or those we pursue on our own, then we do from the dictionary definition of the word.

Stories come alive for us because in addition to whatever action or romance fills the narratives, they touch chords deep within us and provide a unique kind of nourishment. Some believe that one of the problems confronting the modern world is its scarcity of stories and the fact that the stories we do tell no longer strike inner chords; that there is little to them beyond the action and the romance, or if there is more to them, we as a culture are not looking beyond the most superficial elements of the stories.

In this assignment, we're going to identify stories that touch chords within us, and each of us will start our own personal collection of stories that are personally meaningful, that can nourish us, and that we can turn to for advice.

**LANGUAGE ARTS CURRICULUM**  
***Sixth through Eighth Grade Literacy Devices by Grade Levels***

**Resource A**

The reader will elaborate on the text and make judgments about the text's quality and themes by analyzing and evaluating the [author's craft](#), including the use of [literary devices](#) and textual elements.

| <b>Grades</b>                   | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |
|---------------------------------|----------|----------|----------|----------|
| <a href="#">Alliteration</a>    | X        | X        | X        | X        |
| Humor                           | X        | X        | X        | X        |
| <a href="#">Imagery</a>         | X        | X        | X        | X        |
| <a href="#">Metaphor</a>        | X        | X        | X        | X        |
| <a href="#">Onomatopoeia</a>    | X        | X        | X        | X        |
| <a href="#">Personification</a> | X        | X        | X        | X        |
| <a href="#">Point of View</a>   | X        | X        | X        | X        |
| <a href="#">Simile</a>          | X        | X        | X        | X        |
| <a href="#">Style</a>           | X        | X        | X        | X        |
| Use of Interesting Words        | X        | X        | X        | X        |
| Flashback                       |          | X        | X        | X        |
| Foreshadowing                   |          | X        | X        | X        |
| Bias                            |          |          | X        | X        |
| Dialect                         |          |          | X        | X        |
| <a href="#">Assonance</a>       |          |          |          | X        |
| <a href="#">Hyperbole</a>       |          |          |          | X        |
| Irony/Satire                    |          |          |          | X        |

**LANGUAGE ARTS CURRICULUM**  
***Sixth through Eighth Grade Writing Genres***

**Resource B**

At each grade level, students will write at least one multi-draft, publishable piece in each of the following genres:

| Writing Genre             | Grade 6                                                                                                                                                                                                                        | Grade 7                                                                                                                                                                                                                       | Grade 8                                                                                                                                                                          |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Narrative</u></b>   | <ul style="list-style-type: none"> <li>▪ Memoir</li> <li>▪ <a href="#">Personal narrative</a></li> <li>▪ Short story</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>▪ Memoir</li> <li>▪ <a href="#">Personal narrative</a></li> <li>▪ Fictional story</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>▪ Memoir/ personal narrative</li> <li>▪ Short story (realistic or historical)</li> <li>▪ Script for play or television episode</li> </ul> |
| <b><u>Informative</u></b> | <ul style="list-style-type: none"> <li>▪ Opinion essay (real life situation that matters to the student)</li> <li>▪ Profile (of a local personality, family member, based on research)</li> <li>▪ Informative essay</li> </ul> | <ul style="list-style-type: none"> <li>▪ Personal reading history</li> <li>▪ Opinion essay</li> <li>▪ Essay (varied perspectives, e.g. cultural perspective from a character's viewpoint in history or literature)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Poetic explication</li> <li>▪ Feature/ news article (obituary, column, editorial, profile)</li> <li>▪ Informational piece</li> </ul>    |
| <b><u>Poetry</u></b>      | <ul style="list-style-type: none"> <li>▪ <a href="#">Free verse</a></li> <li>▪ Anecdote/narrative</li> <li>▪ Tanka</li> <li>▪ Snapshot poem</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>▪ Response poem (to event, article, photo, etc.)</li> <li>▪ <a href="#">Free verse</a></li> <li>▪ Tritina</li> <li>▪ Snapshot poem</li> </ul>                                          | <ul style="list-style-type: none"> <li>▪ <a href="#">Free verse</a></li> <li>▪ Ode</li> <li>▪ <a href="#">Metaphor</a> poem</li> <li>▪ Snapshot poem</li> </ul>                  |



**LANGUAGE ARTS CURRICULUM**  
***Sixth through Eighth Grade Composing, Revising and Editing***

**Resource C**

| <b>COMPOSING &amp; REVISING</b>                                |          |          |          |          |
|----------------------------------------------------------------|----------|----------|----------|----------|
|                                                                | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |
| <b><u>Content, Organization and Tone</u></b>                   |          |          |          |          |
| 1. Topic sentence ( in expository writing)                     | X        | X        | X        | X        |
| 2. Supporting details                                          | X        | X        | X        | X        |
| 3. Extraneous material                                         | X        | X        | X        | X        |
| 4. Chronological order/ logical order ( logical in Grades 5-8) | X        | X        | X        | X        |
| 5. <a href="#">Tone</a>                                        |          |          | X        | X        |
| 6. Redundancy of ideas                                         | X        | X        | X        | X        |
| <b><u>Revision: Syntax</u></b>                                 |          |          |          |          |
| 1. On and On ( 3 or more sentences connected by “and”)         | X        | X        | X        | X        |
| 2. Run – on ( connected by a semi-colon at grade 8 only)       | X        | X        | X        | X        |
| 3. Awkward construction                                        | X        | X        | X        | X        |
| 4. Fragment                                                    | X        | X        | X        | X        |
| 5. Sentence combining                                          | X        | X        | X        | X        |
| <b><u>Revision: Word Choice</u></b>                            |          |          |          |          |
| 1. Redundancy of word and phrase                               | X        | X        | X        | X        |
| 2. <a href="#">Transition words</a>                            | X        | X        | X        | X        |
| 3. Generality/ Specificity                                     | X        | X        | X        | X        |
| 4. Misplaced modifier                                          |          |          |          | X        |

**LANGUAGE ARTS CURRICULUM**  
***Sixth through Eighth Grade Composing, Revising and Editing***

**Resource C**

| <b>EDITING</b>                                                                                                                        |          |          |          |          |
|---------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|
|                                                                                                                                       | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |
| <b><u>Capitalization</u></b>                                                                                                          |          |          |          |          |
| 10. Names of people, places, groups, religions, months, days and holidays                                                             | X        | X        | X        | X        |
| 11. Titles of people                                                                                                                  | X        | X        | X        | X        |
| 12. First word in dialogue                                                                                                            | X        | X        | X        | X        |
| 13. Names of organizations, nationalities, languages, buildings, races, historical events                                             | X        | X        | X        | X        |
| 14. Opening and closing of a letter                                                                                                   | X        | X        | X        | X        |
| <b><u>Punctuation</u></b>                                                                                                             |          |          |          |          |
| 1. Comma<br>(No comma splice tested in any grade or used in any passage in Grades 3-8 except when testing semi-colon in Grade 8 only) |          |          |          |          |
| a. after letter heading, after a letter closing                                                                                       | X        | X        | X        | X        |
| b. in a series                                                                                                                        | X        | X        | X        | X        |
| c. in a date (Tuesday, November 8, 2009)                                                                                              | X        | X        | X        | X        |
| d. with an appositive                                                                                                                 |          | X        | X        | X        |
| e. with parenthetical expression                                                                                                      |          |          | X        | X        |
| f. with participial phrase                                                                                                            |          |          | X        | X        |
| g. with quotation marks                                                                                                               | X        | X        | X        | X        |
| h. with city and state                                                                                                                | X        | X        | X        | X        |
| i. before a conjunction in a compound sentence                                                                                        | X        | X        | X        | X        |
| 2. Quotation marks (punctuate and format dialogue, quotation within a quotation)                                                      | X        | X        | X        | X        |
| 3. Apostrophe                                                                                                                         |          |          |          |          |
| • contractions                                                                                                                        | X        | X        | X        | X        |
| • possessive                                                                                                                          | X        | X        | X        | X        |
| 4. Semi-colon                                                                                                                         |          |          |          | X        |
| 5. Colon in a series                                                                                                                  |          |          | X        | X        |

**LANGUAGE ARTS CURRICULUM**  
***Sixth through Eighth Grade Composing, Revising and Editing***

**Resource C**

|                                            |   |   |   |   |
|--------------------------------------------|---|---|---|---|
| <b><u>Usage</u></b>                        |   |   |   |   |
| 1. Subject/verb agreement (number)         |   |   |   |   |
| a. singular and plural subject             | X | X | X | X |
| b. with intervening phrase                 | X | X | X | X |
| 2. Verb tense (time)                       |   |   |   |   |
| a. present, past, future                   | X | X |   |   |
| b. tenses (simple and perfect)             |   |   | X | X |
| 3. <a href="#">Pronoun reference</a>       | X | X | X | X |
| 4. <a href="#">Comparative/Superlative</a> | X | X | X | X |
| 5. Special problems in usage               | X | X | X | X |
| a. a /an                                   |   |   |   |   |
| b. they're, their, there                   |   |   |   |   |
| c. to, too, two                            |   |   |   |   |
| d. good /well                              |   |   |   |   |
| e. its, it's                               |   |   |   |   |
| f. I / me                                  |   |   |   |   |
| g. know / no                               |   |   |   |   |
| h. then / than                             |   |   |   |   |
| i. your /you're                            |   |   |   |   |
| j. whose /who's                            |   |   |   |   |
| k. hear / here                             |   |   |   |   |
| l. who / whom                              |   |   |   |   |
| m. were / we're                            |   |   |   |   |
| <b><u>Spelling</u></b>                     |   |   |   |   |
| 1. Grade appropriate words                 | X | X | X | X |

**LANGUAGE ARTS CURRICULUM**  
**Sixth Grade Greek and Latin Roots**

**Resource D**

| <u>Root</u>               | <u>Meaning</u> | <u>Spelling Words</u>                                | <u>Root</u>                 | <u>Meaning</u>  | <u>Spelling Words</u>                                   | <u>Root</u>               | <u>Meaning</u> | <u>Spelling Words</u>                                            |
|---------------------------|----------------|------------------------------------------------------|-----------------------------|-----------------|---------------------------------------------------------|---------------------------|----------------|------------------------------------------------------------------|
| <b>ordin, ord</b><br>(G)  | row, rank      | ordinary<br>coordinate<br>extraordinary<br>ordinance | <b>ques, quer, quis</b> (L) | straight        | question<br>inquest<br>query<br>inquisitive             | <b>rupt</b> (L)           | break          | rupture<br>interrupt<br>abrupt<br>bankrupt                       |
| <b>act</b> (L)            | do             | action<br>react<br>transact<br>enact                 | <b>cred</b> (L)             | believe         | discredit<br>incredible<br>credential<br>credulous      | <b>cap</b> (L)            | head           | captain<br>capital<br>decapitate<br>capitulate                   |
| <b>lab</b> (L)            | work           | labor<br>laboratory<br>collaborate<br>elaborate      | <b>chron</b> (G)            | time            | chronological<br>synchronize<br>chronicle<br>chronic    | <b>grat</b> (L)           | pleasing       | gratitude<br>congratulate<br>ungrateful<br>ingrate<br>gratifying |
| <b>poli</b> (G)           | city           | metropolis<br>cosmopolitan<br>police<br>political    | <b>dem</b> (G)              | people          | democracy<br>demography<br>endemic<br>epidemic          | <b>sci</b> (G)            | know           | science<br>conscience<br>conscious<br>omniscient                 |
| <b>gen</b> (G)            | birth, race    | generation<br>genocide<br>progeny<br>genealogy       | <b>gram</b> (G)             | letter, written | diagram<br>grammar<br>epigram<br>monogram               | <b>scribe, script</b> (L) | write          | inscribe<br>describe<br>transcript<br>scripture                  |
| <b>grad, gress</b><br>(L) | step, go       | centigrade<br>graduation<br>aggression<br>congress   | <b>anim</b> (L)             | soul, spirit    | animate<br>animosity<br>animal<br>inanimate             | <b>cycl</b> (G)           | circle, ring   | bicycle<br>cyclone<br>encyclopedia<br>recycle                    |
| <b>ped</b> (L)            | foot           | pedal<br>pedestrian<br>pedestal                      | <b>spec</b> (L)             | see             | inspect<br>suspect<br>respect<br>spectator<br>spectacle | <b>loc</b> (L)            | place          | location<br>dislocate<br>allocate                                |

**LANGUAGE ARTS CURRICULUM**  
***Sixth Grade Greek and Latin Roots***

**Resource D**

| <u><b>Root</b></u> | <u><b>Meaning</b></u> | <u><b>Spelling Words</b></u>             | <u><b>Root</b></u> | <u><b>Meaning</b></u> | <u><b>Spelling Words</b></u>                   | <u><b>Root</b></u> | <u><b>Meaning</b></u> | <u><b>Spelling Words</b></u>                |
|--------------------|-----------------------|------------------------------------------|--------------------|-----------------------|------------------------------------------------|--------------------|-----------------------|---------------------------------------------|
| <b>ject</b> (L)    | throw                 | project<br>eject<br>inject<br>conjecture | <b>reg</b> (L)     | rule, guide           | regal<br>regent<br>reign<br>regulate<br>regime | <b>bio</b> (G)     | life                  | biology<br>biography<br>biosphere<br>biopsy |
| <b>liber</b> (L)   | free                  | liberty<br>liberal<br>liberate           |                    |                       |                                                |                    |                       |                                             |

**LANGUAGE ARTS CURRICULUM**  
**Seventh Grade Greek and Latin Roots**

**Resource E**

| <u>Root</u>            | <u>Meaning</u>   | <u>Spelling Words</u>                                   | <u>Root</u>         | <u>Meaning</u> | <u>Spelling Words</u>                                 | <u>Root</u>              | <u>Meaning</u> | <u>Spelling Words</u>                            |
|------------------------|------------------|---------------------------------------------------------|---------------------|----------------|-------------------------------------------------------|--------------------------|----------------|--------------------------------------------------|
| <b>psych</b> (G)       | mind, soul       | psychology<br>psyche<br>psychopath<br>psychiatrist      | <b>trib</b> (L)     | give           | contribute<br>tribute<br>tributary<br>attribute       | <b>var</b> (L)           | different      | invariable<br>variant<br>variety<br>various      |
| <b>card, cord</b> (L)  | heart            | cardiac<br>cardiovascular<br>cordial<br>discord         | <b>cogn</b> (L)     | know           | recognize<br>incognito<br>cognition<br>cognizant      | <b>jud, jur, jus</b> (L) | law            | judicial<br>jurisdiction<br>justice<br>justify   |
| <b>sim</b> (L)         | like             | similar<br>simultaneous<br>simulate<br>simile           | <b>ver</b> (L)      | truth          | verify<br>verdict<br>verity<br>veracity               | <b>claim, clam</b> (L)   | shout          | proclaim<br>acclaim<br>clamor<br>exclamation     |
| <b>alter</b> (L)       | other            | alternate<br>alternative<br>altercation<br>alter ego    | <b>vol</b> (L)      | wish, will     | volition<br>volunteer<br>voluntary<br>benevolent      | <b>amo, ami</b> (L)      | love           | amiable<br>amorous<br>amateur<br>amity           |
| <b>rid</b> (L)         | laugh            | ridiculous<br>deride<br>derisive<br>ridicule            | <b>fac, fic</b> (L) | make, do       | manufacture<br>benefactor<br>proficient<br>sufficient | <b>don, donat</b> (L)    | give           | donation<br>donor<br>pardon<br>donate            |
| <b>path</b> (G)        | disease, feeling | pathology<br>sympathy<br>empathy<br>antipathy<br>pathos | <b>mort</b> (L)     | death          | mortuary<br>mortal<br>immortal<br>mortify             | <b>mem, ment</b> (L)     | mind           | memory<br>commemorate<br>mention<br>demented     |
| <b>flect, flex</b> (L) | bend             | deflect<br>reflection<br>inflection<br>flexible         | <b>luc, lum</b> (L) | light          | lucid<br>translucent<br>illuminate<br>luminous        | <b>ambul, amb</b> (L)    | walk, go       | ambulance<br>circumambulate<br>amble<br>preamble |

***LANGUAGE ARTS CURRICULUM***  
***Seventh Grade Greek and Latin Roots***

**Resource E**

| <b><u>Root</u></b>          | <b><u>Meaning</u></b> | <b><u>Spelling Words</u></b>                      | <b><u>Root</u></b> | <b><u>Meaning</u></b> | <b><u>Spelling Words</u></b>                      | <b><u>Root</u></b>     | <b><u>Meaning</u></b> | <b><u>Spelling Words</u></b>                     |
|-----------------------------|-----------------------|---------------------------------------------------|--------------------|-----------------------|---------------------------------------------------|------------------------|-----------------------|--------------------------------------------------|
| <b>cede, ceed, cess (L)</b> | go, yield             | concede<br>proceed<br>concession<br>cessation     | <b>term (L)</b>    | end                   | terminal<br>terminate<br>determine<br>exterminate | <b>ceive, cept (L)</b> | take,<br>receive      | receive<br>acceptance<br>conception<br>intercept |
| <b>commun (L)</b>           | common                | communicate<br>communism<br>communion<br>communal |                    |                       |                                                   |                        |                       |                                                  |

**LANGUAGE ARTS CURRICULUM**  
**Eighth Grade Greek and Latin Roots**

**Resource F**

| <u>Root</u>           | <u>Meaning</u> | <u>Spelling Words</u>                                 | <u>Root</u>           | <u>Meaning</u>      | <u>Spelling Words</u>                            | <u>Root</u>      | <u>Meaning</u> | <u>Spelling Words</u>                                     |
|-----------------------|----------------|-------------------------------------------------------|-----------------------|---------------------|--------------------------------------------------|------------------|----------------|-----------------------------------------------------------|
| <b>migr</b> (L)       | change, move   | migrate<br>immigrant<br>emigrate<br>migratory         | <b>cad, cas</b> (L)   | fall                | cadence<br>cadaver<br>decadence<br>cascade       | <b>ast</b> (G)   | star           | astronaut<br>disaster<br>asteroid                         |
| <b>integ</b> (L)      | whole          | integrate<br>integral<br>integrity<br>integer         | <b>junct</b> (L)      | join                | juncture<br>conjunction<br>adjunct<br>injunction | <b>scend</b> (L) | climb          | ascend<br>descend<br>transcend<br>descent                 |
| <b>turb</b> (L)       | confusion      | disturb<br>turbulent<br>perturb                       | <b>surg, surr</b> (L) | rise                | surge<br>insurgent<br>resurrect<br>insurrection  | <b>mut</b> (L)   | change         | mutation<br>immutable<br>mutual<br>commute                |
| <b>trud, trus</b> (L) | push           | intruder<br>protrude<br>intrusive<br>obtrusive        | <b>archi</b> (G)      | primitive, original | archaeology<br>archaic<br>archetype<br>archive   | <b>arch</b> (G)  | ruler, leader  | monarch<br>archbishop<br>matriarch<br>oligarchy           |
| <b>fid</b> (L)        | faith          | fidelity<br>confidence<br>infidel<br><i>bona fide</i> | <b>doc</b> (L)        | teach               | doctrine<br>document<br>indoctrinate<br>docile   | <b>domin</b> (L) | master         | dominate<br>predominate<br>dominion<br><i>Anno Domini</i> |
| <b>soph</b> (G)       | wise           | sophomore<br>philosopher<br>sophisticated<br>sophist  | <b>volv</b> (L)       | turn                | revolve<br>involve<br>evolve<br>revolution       | <b>sed</b> (L)   | settle         | sedative<br>sediment<br>sedentary<br>sedate               |
| <b>cad, cas</b> (L)   | fall           | cadence<br>cadaver<br>decadence<br>cascade            | <b>cide, cise</b> (L) | cut, kill           | insecticide<br>genocide<br>scissors<br>incision  | <b>ject</b> (L)  | throw          | project<br>eject<br>inject<br>conjecture                  |



***LANGUAGE ARTS CURRICULUM***  
***Eighth Grade Greek and Latin Roots***

**Resource F**

| <b><u>Root</u></b> | <b><u>Meaning</u></b> | <b><u>Spelling Words</u></b>                       | <b><u>Root</u></b> | <b><u>Meaning</u></b> | <b><u>Spelling Words</u></b>                    | <b><u>Root</u></b>    | <b><u>Meaning</u></b> | <b><u>Spelling Words</u></b>                    |
|--------------------|-----------------------|----------------------------------------------------|--------------------|-----------------------|-------------------------------------------------|-----------------------|-----------------------|-------------------------------------------------|
| <b>aud (L)</b>     | hear                  | audience<br>auditorium<br>audition<br>audible      | <b>son (L)</b>     | sound                 | sonar<br>sonata<br>sonnet<br>unison<br>sonorous | <b>vict, vine (L)</b> | conquer               | conviction<br>convince<br>invincible<br>victory |
| <b>vac (L)</b>     | empty                 | vacant<br>vacation<br>vacuum<br>evacuate<br>vacate |                    |                       |                                                 |                       |                       |                                                 |

***LANGUAGE ARTS CURRICULUM***  
***Ninth through Twelfth Grade Overview***

**Reading:** Students will read a variety of texts for information and pleasure, which will enhance their knowledge of history, various cultures and the human experience.

**Comprehension:** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

**Writing Process:** Writers will plan, draft, revise, edit, publish, and reflect upon their written work.

**Writing Products:** Students will use various writing strategies and styles to communicate ideas effectively, working through the writing process to complete a minimum of four publishable pieces in a variety of genres including narrative, expository, persuasive, and poetic.

**Punctuation, Capitalization, Spelling, and Grammar:** Students will apply knowledge of language structure, mechanics, and spelling to create texts.

**Research and Study Skills:** Students will conduct research using a variety of sources, synthesize information and communicate knowledge effectively.

**Word Analysis and Vocabulary:** Students will determine the meaning of essential grade level words using knowledge of English language structure, Greek and Latin roots, prefixes, and suffixes.

**Speaking and Listening:** Students will use clear speaking and active listening to engage in meaningful communications.

**LANGUAGE ARTS CURRICULUM**  
***Ninth and Tenth Grade Common Core State Standards***

**Reading: Literature**

*Key Ideas and Details*

- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*Craft and Structure*

- RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

*Integration of Knowledge and Ideas*

- 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).
- RL.9-10.8 (Not applicable to literature)
- RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

*Range of Reading and Level of Text Complexity*

- RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## ***LANGUAGE ARTS CURRICULUM***

### ***Ninth and Tenth Grade Common Core State Standards***

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

#### **Reading: Informational Text**

##### *Key Ideas and Details*

- RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

##### *Craft and Structure*

- RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

##### *Integration of Knowledge and Ideas*

- RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

## ***LANGUAGE ARTS CURRICULUM***

### ***Ninth and Tenth Grade Common Core State Standards***

- RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

#### ***Range of Reading and Level of Text Complexity***

- RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

## **Writing**

#### ***Text Types and Purposes***

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**LANGUAGE ARTS CURRICULUM**  
***Ninth and Tenth Grade Common Core State Standards***

- W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

*Production and Distribution of Writing*

- W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
- W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## ***LANGUAGE ARTS CURRICULUM***

### ***Ninth and Tenth Grade Common Core State Standards***

#### ***Research to Build and Present Knowledge***

- W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.9-10.9a Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- W.9-10.9b Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

#### ***Range of Writing***

- W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### **Speaking and Listening**

##### ***Comprehension and Collaboration***

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

## ***LANGUAGE ARTS CURRICULUM***

### ***Ninth and Tenth Grade Common Core State Standards***

- SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### ***Presentation of Knowledge and Ideas***

- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 here for specific expectations.)

### **Language**

#### ***Conventions of Standard English***

- L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1a Use parallel structure.
- L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- L.9-10.2b Use a colon to introduce a list or quotation.
- L.9-10.2c Spell correctly.

#### ***Knowledge of Language.***

- L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



**LANGUAGE ARTS CURRICULUM**  
***Ninth and Tenth Grade Common Core State Standards***

- L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

*Vocabulary Acquisition and Use*

- L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- L.9-10.5b Analyze nuances in the meaning of words with similar denotations.
- L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**LANGUAGE ARTS CURRICULUM**  
***Eleventh and Twelfth Grade Common Core State Standards***

**Reading: Literature**

*Key Ideas and Details*

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

*Craft and Structure*

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

*Integration of Knowledge and Ideas*

- 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.)
- RL.11-12.8 (Not applicable to literature.)
- RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

*Range of Reading and Level of Text Complexity*

- RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

## ***LANGUAGE ARTS CURRICULUM***

### ***Eleventh and Twelfth Grade Common Core State Standards***

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

#### **Reading: Informational Text**

##### *Key Ideas and Details*

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

##### *Craft and Structure*

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

##### *Integration of Knowledge and Ideas*

- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

## **LANGUAGE ARTS CURRICULUM**

### ***Eleventh and Twelfth Grade Common Core State Standards***

- RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

#### ***Range of Reading and Level of Text Complexity***

- RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

### **Writing**

#### ***Text Types and Purposes***

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**LANGUAGE ARTS CURRICULUM**  
***Eleventh and Twelfth Grade Common Core State Standards***

- W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

***Production and Distribution of Writing***

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## **LANGUAGE ARTS CURRICULUM**

### ***Eleventh and Twelfth Grade Common Core State Standards***

#### ***Research to Build and Present Knowledge***

- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.8 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 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9a Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- W.11-12.9b Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

#### ***Range of Writing***

- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Speaking and Listening**

#### ***Comprehension and Collaboration***

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

## **LANGUAGE ARTS CURRICULUM**

### ***Eleventh and Twelfth Grade Common Core State Standards***

- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### ***Presentation of Knowledge and Ideas***

- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

## **Language**

#### ***Conventions of Standard English***

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.
- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.2a Observe hyphenation conventions.
- L.11-12.2b Spell correctly.

**LANGUAGE ARTS CURRICULUM**  
***Eleventh and Twelfth Grade Common Core State Standards***

*Knowledge of Language*

- L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

*Vocabulary Acquisition and Use*

- L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



## ***LANGUAGE ARTS CURRICULUM***

### ***College and Career Readiness Anchor Standards***

#### **Reading**

##### *Key Ideas and Details*

- CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

##### *Craft and Structure*

- CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

##### *Integration of Knowledge and Ideas*

- CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

##### *Range of Reading and Level of Text Complexity*

- CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

## ***LANGUAGE ARTS CURRICULUM***

### ***College and Career Readiness Anchor Standards***

#### *Note on range and content of student reading*

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

### **Writing**

#### *Text Types and Purposes*

- CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### *Production and Distribution of Writing*

- CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### *Research to Build and Present Knowledge*

- CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

## ***LANGUAGE ARTS CURRICULUM***

### ***College and Career Readiness Anchor Standards***

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### ***Range of Writing***

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### ***Note on range and content in student writing***

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

### **Speaking and Listening**

#### ***Comprehension and Collaboration***

- CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### ***Presentation of Knowledge and Ideas***

- CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## ***LANGUAGE ARTS CURRICULUM***

### ***College and Career Readiness Anchor Standards***

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### *Note on range and content of student speaking and listening*

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

### **Language**

#### *Conventions of Standard English*

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### *Knowledge of Language*

CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### *Vocabulary Acquisition and Use*

CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

***LANGUAGE ARTS CURRICULUM***  
***College and Career Readiness Anchor Standards***

CCRA.L.6     Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

*Note on range and content of student language use*

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

***LANGUAGE ARTS CURRICULUM***  
***Grade 9 Seminar Course Description***

**GRADE 9 SEMINAR**

This half-year grade-nine seminar is designed to give incoming freshmen a set of learning tools and methods that will ease their transition from middle school to high school and serve them throughout the high school years. Students will apply content knowledge from English, history, math, science, and other disciplines to investigate real world problems through project based learning. This interdisciplinary course, offered at the advanced level, is designed as a heterogeneous classroom. Research skills and technology utilization are also focused on in this course. The technology focus in this course counts towards that aspect of the Performance Graduation Requirements.

# LANGUAGE ARTS CURRICULUM

## Grade 9 Seminar: Reading and Responding

### Objectives:

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct a meaning.

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students communicate with others to create interpretations of written and visual texts.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

### Essential Questions:

Why is it important to cite sources when presenting student work?

What is the difference between collaboration and cheating on student work?

How can an individual prevent bullying?

What is the impact of bullying on social and emotional health?

What are the differences between middle school and high school? How will these differences impact me on a daily basis?

How do I access high school resources to meet the challenges I will face?

What is the difference between a job and a career?

How do I find, attain, maintain, and leave a job?

How can school help me find a job or pursue a career?

What does it mean to have a work ethic?

| Grade Level Expectations<br>(These are based upon the Connecticut Standards for Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.) | Instructional Strategies                                                                                                                                         | Evidence of Learning                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Forming a General Understanding</b>                                                                                                                                                            |                                                                                                                                                                  |                                                                                                       |
| Activate prior knowledge, establish purpose for reading and adjust the purposes while reading.                                                                                                    | <ul style="list-style-type: none"> <li>• <a href="#">Differentiated instruction</a> - <b>*TL</b></li> <li>• <a href="#">Mini-lessons</a> - <b>*TL</b></li> </ul> | <ul style="list-style-type: none"> <li>• Journal responses</li> <li>• <a href="#">CFAs</a></li> </ul> |
| Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.                                                                                    | <ul style="list-style-type: none"> <li>• Teacher modeling - <b>*TL</b></li> </ul>                                                                                | <ul style="list-style-type: none"> <li>• Timed writing</li> <li>• Group discussions</li> </ul>        |
| Select and organize relevant information from the text to summarize.                                                                                                                              | <ul style="list-style-type: none"> <li>• Teacher “<a href="#">Think-Aloud</a>”</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• Multimedia presentations <b>*TL</b></li> </ul>               |
| Identify, use, and analyze <a href="#">text structures</a> .                                                                                                                                      | <ul style="list-style-type: none"> <li>• Teacher/student conferences - <b>*TL</b></li> </ul>                                                                     | <ul style="list-style-type: none"> <li>• Comprehensive exams</li> </ul>                               |
| Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.                                                                                                     |                                                                                                                                                                  |                                                                                                       |
| Make and justify <a href="#">inferences</a> from <a href="#">explicit</a> and or <a href="#">implicit</a> information.                                                                            |                                                                                                                                                                  |                                                                                                       |

**LANGUAGE ARTS CURRICULUM**  
**Grade 9 Seminar: Reading and Responding**

| <b>Grade Level Expectations</b><br>(These are based upon the Connecticut Standards for Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.) | <b>Instructional Strategies</b>                                                                                     | <b>Evidence of Learning</b>                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Developing <u>Interpretation of Non-fiction Texts</u></b>                                                                                                                                             |                                                                                                                     |                                                                                     |
| Generate and respond to questions about the text.                                                                                                                                                        | <ul style="list-style-type: none"> <li>• <a href="#">Guided reading</a></li> </ul>                                  | <ul style="list-style-type: none"> <li>• Research Projects</li> </ul>               |
| Interpret information that is implied in a text.                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Small-group discussions - <a href="#">*TL</a></li> </ul>                   | <ul style="list-style-type: none"> <li>• <a href="#">Guided Reading/</a></li> </ul> |
| Distinguish between fact and opinion.                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Independent reading</li> </ul>                                             | <ul style="list-style-type: none"> <li>• Focused Notes</li> </ul>                   |
| Make, support and defend judgments about texts.                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Shared reading</li> </ul>                                                  |                                                                                     |
| Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.                                                                                                         | <ul style="list-style-type: none"> <li>• Note-taking</li> <li>• Journal responses</li> </ul>                        |                                                                                     |
| Identify and discuss the main idea in texts.                                                                                                                                                             | <ul style="list-style-type: none"> <li>• <a href="#">Flexible groupings</a></li> </ul>                              |                                                                                     |
| Respond to the ideas of others and recognize the validity of differing views.                                                                                                                            | <ul style="list-style-type: none"> <li>• <a href="#">Interactive read-aloud</a></li> </ul>                          |                                                                                     |
| Compare/contrast and evaluate ideas or issues in contemporary texts.                                                                                                                                     | <ul style="list-style-type: none"> <li>• <a href="#">Pair and Share</a></li> </ul>                                  |                                                                                     |
| Create responses to non-fiction texts and examine each work's contributions to an understanding of human experience across cultures.                                                                     | <ul style="list-style-type: none"> <li>• Teacher/student developed <a href="#">rubrics</a></li> </ul>               |                                                                                     |
| Analyze and evaluate the basic beliefs, perspectives, biases, and assumptions underlying an author's work.                                                                                               | <ul style="list-style-type: none"> <li>• Collaborative group activities - <a href="#">*TL</a></li> </ul>            |                                                                                     |
| Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.                                                                         | <ul style="list-style-type: none"> <li>• Classroom debates</li> </ul>                                               |                                                                                     |
| Evaluate electronic and visual sources for accuracy and bias.                                                                                                                                            | <ul style="list-style-type: none"> <li>• Multimedia</li> </ul>                                                      |                                                                                     |
| <b>Examining Content and Structure</b>                                                                                                                                                                   |                                                                                                                     |                                                                                     |
| Identify and evaluate the structures of non-fiction texts.                                                                                                                                               | <ul style="list-style-type: none"> <li>• presentation - <a href="#">*TL</a></li> </ul>                              |                                                                                     |
| Develop and defend multiple responses to non-fiction texts using individual connections and relevant text references.                                                                                    | <ul style="list-style-type: none"> <li>• <a href="#">Graphic organizers</a></li> <li>• Socratic seminars</li> </ul> |                                                                                     |
| Develop a <a href="#">critical stance</a> and cite textual evidence to support the stance.                                                                                                               | <ul style="list-style-type: none"> <li>• Simulation activities</li> <li>• Testing strategies</li> </ul>             |                                                                                     |



# LANGUAGE ARTS CURRICULUM

## Grade 9 Seminar: Written and Oral Expression

### Objectives:

Students use expository and persuasive modes.  
 Students prepare, publish and/or present work appropriate to audience, purpose and task.  
 Students use knowledge of their language and culture to improve competency in English.  
 Students speak and write using standard language structures and diction appropriate to audience and task.  
 Students use standard English for composing and revising written text.

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                          | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evidence of Learning                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use oral language with clarity, <a href="#">voice</a> and <a href="#">fluency</a> to communicate a message.                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Oral presentations - <a href="#">*TL</a></li> <li>• Teacher modeling - <a href="#">*TL</a></li> <li>• Note-taking</li> <li>• <a href="#">Process writing</a></li> <li>• Free-writes</li> <li>• <a href="#">Graphic organizers</a></li> <li>• Generating topics</li> <li>• <a href="#">Guided writing</a> lessons</li> <li>• <a href="#">Collaborative writing</a> - <a href="#">*TL</a></li> <li>• Shared writing</li> <li>• School-wide <a href="#">Rubrics</a></li> <li>• Peer/teacher conferences - <a href="#">*TL</a></li> <li>• Sharing of student writing</li> <li>• Multimedia presentations - <a href="#">*TL</a></li> <li>• <a href="#">Noodlebib</a> - <a href="#">*TL</a></li> <li>• <a href="#">PowerPoint</a> - <a href="#">*TL</a></li> </ul> | <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Writing drafts</li> <li>• Timed writing</li> <li>• Multimedia presentations - <a href="#">*TL</a></li> <li>• <a href="#">CFAs</a></li> <li>• Project presentation - <a href="#">*TL</a></li> </ul> |
| Listen to or read a variety of non-fiction sources to use as models for writing in <a href="#">expository</a> and <a href="#">persuasive</a> modes.                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
| Use the appropriate features of <a href="#">persuasive</a> and expository writing with a focus on:                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
| a. incorporating interpretive commentary.<br>b. checking for coherence.<br>c. implementing effective topic sentences.<br>d. using a variety of appropriate introductions and conclusion formats.<br>e. adding <a href="#">elaboration</a> in body paragraphs with relevant textual evidence, details and examples.                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
| Determine purpose, <a href="#">point of view</a> and <a href="#">audience</a> , and choose an appropriate written or visual format.                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
| Apply the most effective processes to create and present a written or visual piece.                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
| Cooperatively <a href="#">revise</a> texts for organization, <a href="#">elaboration</a> , <a href="#">fluency</a> , coherency, and clarity with a focus on:                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• writing topic sentences using key words or <a href="#">synonyms</a> from the thesis.</li> <li>• reordering the argument in a way appropriate for the <a href="#">audience</a>, purpose, and thesis.</li> <li>• using logical transitions between paragraphs to improve <a href="#">fluency</a> and coherence.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
| Research information from multiple sources for a specific purpose.                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |

**LANGUAGE ARTS CURRICULUM**  
**Grade 9 Seminar: Written and Oral Expression**

| Grade Level Expectations                                                                                                          | Instructional Strategies                                                                                                                       | Evidence of Learning |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Evaluate the validity of sources of information to authenticate research.                                                         | <ul style="list-style-type: none"> <li>• EXCEL - <a href="#">*TL</a></li> <li>• <i>Microsoft Office Suite</i> - <a href="#">*TL</a></li> </ul> |                      |
| Use sentence patterns typical of spoken and written language to produce text with a focus on using logical order and transitions. |                                                                                                                                                |                      |
| Evaluate the impact of language as related to <a href="#">audience</a> and purpose.                                               |                                                                                                                                                |                      |
| Recognize the difference between <a href="#">standard</a> and nonstandard English and use language appropriately.                 |                                                                                                                                                |                      |
| Publish and/or present final products in a myriad of ways, including the use of arts and technology.                              |                                                                                                                                                |                      |
| Demonstrate proficient use of proper mechanics, usage and spelling skills.                                                        |                                                                                                                                                |                      |

## ***LANGUAGE ARTS CURRICULUM***

### ***Grade 9 Seminar: Resources***

The following resources are available for use with a whole class or in small groups.

#### **Textbooks:**

*Reader's Handbook* (Great Source)

*Reader's Handbook- Student Applications* (workbook)

#### **Nonfiction:**

Current non-fiction articles

Supplemental materials including technology such as *Noodletools*, *PowerPoint*, *EXCEL*, *Microsoft Office Suite* tools, Internet , school databases.

#### **Films:**

*Mean Girls*

*Twelve Angry Men*

*Pursuit of Happyness*

**LANGUAGE ARTS CURRICULUM**  
**Grade 9 Seminar: Matrix of Expectations**

The following matrix is a breakdown of the scope and amount of typical writing and literary experiences as well as the shared benchmarks that all teachers of similar classes will implement.

| Major Units            |  |                                                                                                                                                                                                                                                  | Benchmarks and Other Shared Assessments                                                                                                                                                                           |
|------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading                |  | <ul style="list-style-type: none"> <li>• Ethics</li> <li>• Citizenship</li> <li>• Orientation</li> <li>• School to Career</li> </ul> <p style="text-align: center;">Non-fiction reading (updated)</p> <p><i>Reader's Inc.</i> - supplemental</p> | MLA skill development<br>Interdisciplinary Project<br>Teen Issue Brochure<br>Bill of Rights <i>PowerPoint</i><br><i>EXCEL</i> spreadsheet<br>Minimum of<br>Four CFAs for nonfiction reading<br>Mock job Interview |
| Major Modes and Skills |  |                                                                                                                                                                                                                                                  | Benchmarks and Other Shared Assessments                                                                                                                                                                           |
| Writing                |  | Argumentative essays<br>Journals<br>Responses to reading nonfiction<br>Project based writing that reflects research/MLA citation<br>Desktop publishing – Microsoft template/Publisher<br>EXCEL                                                   | Interdisciplinary Project<br>Teen Issue Brochure                                                                                                                                                                  |
| Homework Expectations  |  | Homework as an extension of assigned class projects.<br>Students are expected to manage long-term assignments independently.                                                                                                                     |                                                                                                                                                                                                                   |

# ***LANGUAGE ARTS CURRICULUM***

## ***English 9 Course Descriptions***

### **ENGLISH 9 HONORS**

This course focuses on an intensive introduction to literary analysis and considerable practice in writing essays. Literature study will include a thematic unit on “Rites of Passage” and opportunities for the students to respond to texts in a variety of formats, such as Socratic seminars, journals and literary circles. Reading assignments will include challenging texts such as *The Odyssey* and *A Midsummer Night’s Dream* as well as multiple novels, poems, short stories, plays and non-fiction texts. Students will also review the elements of fiction as they are used in the short story. Vocabulary study will concentrate on expanding the students’ knowledge of challenging vocabulary words both in and out of context. The writing course will begin with a brief review of the writing process and will then focus on intensive planning, drafting and revising essays, personal narratives and research papers. One strand of the course will review common problems with grammar and mechanics. Although the course assumes that students already have well-developed study habits, some organizational and study skills will be reviewed.

### **ENGLISH 9 ADVANCED**

This course features an introduction to literary analysis and to essay writing. Reading assignments will include literary, informative and argumentative material with at least one unit focusing around the theme of “Rites of Passage.” Literature will include texts such as *The Odyssey* as well as short stories, plays, poems, non-fiction selections and at least two novels. Students will have opportunities to respond to texts in a variety of formats, such as discussion, journals and literary circles. The writing program will begin with a review of the process of composing expository paragraphs and then will introduce methods of planning, drafting and revising short formal essays. Following a review of sentence structure, one strand of the course will focus on phrases, clauses and sentence revision, as well as other common problems with grammar and mechanics. The course also offers instruction in broadening students’ vocabulary as they learn words in and out of context. Organizational, research and study skills will be reviewed.

### **ENGLISH 9 STANDARD**

This course reviews reading and writing skills and offers introductory studies in literature and essay writing. Literature instruction may include excerpts from *The Odyssey* as well as novels, short stories, plays, poems, non-fiction pieces and a thematic unit on “Rites of Passage.” Students will have opportunities to respond to these texts in a variety of formats, such as journals and hands-on projects. In conjunction with their reading, vocabulary instruction will concentrate on expanding students’ knowledge of words both in and out of context. The writing program will focus on showing students how to prepare, draft and revise groups of paragraphs on a single topic in preparation for the introduction of the essay form. The course offers both a review of basic grammar and the beginnings of instruction in organizational, research and study skills.

# LANGUAGE ARTS CURRICULUM

## English 9: Reading and Responding

### Objectives:

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and argumentative texts in multimedia formats.

Students use appropriate strategies before, during and after reading in order to construct a meaning.

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Students communicate with others to create interpretations of written, oral and visual texts.

Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

### Essential Questions:

*What makes a good book good?*

*Is a hero an outdated, naïve idea or do we always need heroes?*

*Is love a rational or irrational force?*

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                             | Instructional Strategies                                                                                                                                                                                                                                                                             | Evidence of Learning                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Forming an Understanding of Key Ideas and Details/ Developing Interpretation</b>                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                      | <b>Key Ideas and Details</b>                                                                                                                                                        |
| <b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly. RL.9-10.1/ RI.9-10.1</b>                                                                                                                                    | <ul style="list-style-type: none"> <li>• <u>Differentiated instruction</u></li> <li>• <u>Mini-lessons</u></li> <li>• Teacher modeling</li> <li>• Teacher “<u>Think-Aloud</u>”</li> <li>• Teacher/ student conferences</li> <li>• <u>Guided reading</u></li> <li>• Small-group discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Theme analysis of literary work</li> <li>• Characterization analysis of literary work</li> <li>• Plot analysis of literary work</li> </ul> |
| <b>Determine the theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.2/ RI.9-10.2</b> |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                     |
| <b>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot RL.9-10.3</b>                                                                                                                        |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                     |
| Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. RL.9-10.6.                                                                          |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                     |

**LANGUAGE ARTS CURRICULUM**  
**English 9: Reading and Responding**

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                 | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evidence of Learning                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9-10.6. <ul style="list-style-type: none"><li>Analyze and evaluate the basic beliefs, perspectives, biases, and assumptions underlying an author’s work.</li><li>Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</li><li>Evaluate electronic and visual sources for accuracy and bias.</li></ul> | <ul style="list-style-type: none"><li>Independent reading</li><li><u>Shared reading</u></li><li>Sustained silent reading</li><li>Note-taking</li><li>Journal responses</li><li><u>Flexible groupings</u></li><li>Written reading reflections</li><li>Oral reading reflections</li><li><u>Interactive read-aloud</u></li><li><u>Pair and Share</u></li><li><u>Book talks</u></li><li><u>Storyboarding</u></li><li>Teacher/student developed rubrics</li><li>Collaborative group activities</li><li>Classroom</li></ul> |                                                                                                                                                                                                                                                                                                    |
| Analyze the representation of a subject, a theme, 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). RL.9-10.7.                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                    |
| <b>Examining Craft and Structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                    |
| <b>Identify the various conventions within a <u>genre</u> and apply this understanding to the evaluation of the text with a focus on:</b> <ul style="list-style-type: none"><li><b>voice, tone, and style within works of prose and poetry</b></li><li><b>patterns of detail, irony, imagery, symbolism, and figurative language within works of prose and poetry</b></li><li><b>uses of poetic devices</b></li></ul>                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Craft &amp; Structure</b> <ul style="list-style-type: none"><li>Close reading</li><li>“Effect of Author Choices” analysis</li><li>Point of View Analysis (world literature)</li><li>Good Literature Essay”</li><li>Compare/Contrast essay (using two different artistic mediums (such</li></ul> |
| <b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evoke a sense of time and place; how it sets a formal or informal tone or how the language of a court opinion differs from that of a newspaper). RL.9-10.4/ RI.9-10.4.</b> <ul style="list-style-type: none"><li>Analyze the meaning of words and phrases in context.</li></ul>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                    |
| <b>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.3.</b> <ul style="list-style-type: none"><li>Identify, use, and analyze text structures.</li></ul>                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                    |

**LANGUAGE ARTS CURRICULUM**  
**English 9: Reading and Responding**

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                          | Instructional Strategies                                                                                                                                                                                                          | Evidence of Learning                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.9-10.5.                                                                                                                                                                                                                                                       | debates <ul style="list-style-type: none"><li>• Multimedia presentation</li><li>• <u>Graphic organizers</u></li><li>• Literature</li><li>• Socratic seminars</li><li>• Focused lectures</li><li>• Simulation activities</li></ul> | as art or music) <ul style="list-style-type: none"><li>• Allusion Analysis</li></ul>                                                                                                                                                                                                                |
| <b>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.5.</b>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                   | <b><u>General Assessment</u></b>                                                                                                                                                                                                                                                                    |
| Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. RI.9-10.7.                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                     |
| Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI.9-10.8.<br><b>Distinguish between fact and opinion.</b>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                     |
| <b>Text Types and Complexity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                     |
| Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. RI.9-10.9.                                                                                                                                                                                                         |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                     |
| By the end of grade 9, read and comprehend non-fiction and literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.9-10.10./ RI.9-10.10. <ul style="list-style-type: none"><li>• Choose a variety of <u>genres</u> to read for personal enjoyment.</li><li>• <b>Activate prior knowledge, establish purpose for reading and adjust the purposes while reading.</b></li></ul> |                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>• Journal responses</li><li>• <u>CFAs</u></li><li>• Timed writing</li><li>• Group discussions</li><li>• Multimedia presentations</li><li>• Dramatic performances</li><li>• Comprehensive exams</li><li>• <u>Guided Reading</u></li><li>• Annotation</li></ul> |



# LANGUAGE ARTS CURRICULUM

## English 9: Written and Oral Communication

### Objectives:

Students use descriptive, narrative, expository, argumentative and poetic modes.  
 Students prepare, publish and/or present work appropriate to audience, purpose and task.  
 Students use knowledge of their language and culture to improve competency in English.  
 Students speak and write using standard language structures and diction appropriate to audience and task.  
 Students use standard English for composing and revising written text.

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                     | Evidence of Learning                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing</b><br>Use the appropriate features of <u>argumentative</u> , <u>narrative</u> , <u>expository</u> or creative writing with a focus on: <b>W.9-10.1,2,3</b> <ul style="list-style-type: none"> <li>incorporating interpretive commentary.</li> <li><b>checking for coherence.</b></li> <li><b>implementing effective topic sentences.</b></li> <li><b>developing introductions and conclusions</b></li> <li><b>adding <u>elaboration</u> in body paragraphs with relevant textual evidence, details and examples.</b></li> </ul> (See <b>matrix of expectations for a breakdown of writing modes.</b> )<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.4.<br><b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.9-10.5.</b><br>Cooperatively <u>revise</u> texts for organization, <u>elaboration</u> , <u>fluency</u> , coherency, and clarity with a focus on: <ul style="list-style-type: none"> <li>writing topic sentences using key words or <u>synonyms</u> from the thesis.</li> <li>reordering the argument in a way appropriate for the <u>audience</u>, purpose, and thesis.</li> <li>using logical transitions between and within paragraphs to improve <u>fluency</u> and coherence.</li> </ul> | <ul style="list-style-type: none"> <li>Teacher modeling</li> <li>Writing <u>mini-lessons</u></li> <li>Note-taking</li> <li><u>Process writing</u></li> <li>Free-writes</li> <li><u>Graphic organizers</u></li> <li>Generating topics</li> <li><u>Guided writing lessons</u></li> <li><u>Collaborative writing</u></li> <li>Shared writing</li> <li>School-wide <u>Rubrics</u></li> <li>Focused peer editing</li> <li>Peer/teacher</li> </ul> | <b><u>Written Compositions</u></b> <ul style="list-style-type: none"> <li>Research project</li> <li>Informative/exp lanatory text ( 3 sources)</li> <li>Personal narrative</li> <li>See <a href="#">Appendix C</a>: English Courses at a Glance for breakdown of <u>benchmark assessments</u></li> </ul> |

**LANGUAGE ARTS CURRICULUM**  
**English 9: Written and Oral Communication**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Instructional Strategies</b>                                                                                                                          | <b>Evidence of Learning</b>                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.6.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | conferences<br>• Model texts<br>• Sharing of student writing<br>• Multimedia presentations<br>• Noodletools (and other computer-based tools for writing) | <b><u>General Assessments</u></b>                                                                           |
| <b>Conduct short research projects</b> to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.7.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                          | • Oral presentations<br>• Writing drafts<br>• Timed writing<br>• Multimedia presentations<br>• <u>CFA</u> s |
| <b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.8.</b>                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                          |                                                                                                             |
| <b>Draw evidence from literary or informational texts to support analysis, reflection, and research. W.9-10.9.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                          |                                                                                                             |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.9-10.10.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                          |                                                                                                             |
| <b>Speaking and Listening</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                          |                                                                                                             |
| 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 argumentatively. SL.9-10.1.<br>• <b>Generate and respond to questions about the text.</b><br>• <b>Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</b><br>• <b>Respond to the ideas of others and recognize the validity of differing views.</b><br>• <b>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.2.</b> |                                                                                                                                                          |                                                                                                             |

**LANGUAGE ARTS CURRICULUM**  
**English 9: Written and Oral Communication**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                     | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.9-10.4.<br>Use oral language with clarity, <u>voice</u> and <u>fluency</u> to communicate a message. |                                 |                             |
| <b>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.9-10.5.</b>                                                                                                                                 |                                 |                             |
| <b>Apply the most effective processes to create and present a written, oral or visual piece.</b>                                                                                                                                                                                                                                                              |                                 |                             |
| Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.9-10.6.                                                                                                                                                                                                                            |                                 |                             |
| Read, listen to, and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.                                                                                                                                                                                                                      |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
**English 9: Language**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Instructional Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Evidence of Learning</b>                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Demonstrate proficient use of proper mechanics, usage and spelling skills. (See <a href="#">Appendix H: Grammar Articulation</a>)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Teacher modeling</li> <li>Writing <u>mini-lessons</u></li> <li>Note-taking</li> <li><u>Process writing</u></li> <li><u>Graphic organizers</u></li> <li><u>Guided writing lessons</u></li> <li><u>Collaborative writing</u></li> <li>Shared writing</li> <li>Focused peer editing</li> <li>Peer/teacher conferences</li> <li>Model texts</li> <li>Sharing of student writing</li> <li>Multimedia presentations</li> </ul> | <ul style="list-style-type: none"> <li>Oral presentations</li> <li>Writing drafts</li> <li>Timed writing</li> <li>Multimedia presentations</li> <li><u>CFAs</u></li> <li>Various compositions</li> </ul> |
| <b>Conventions of Standard English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                          |
| <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking with a focus on the following items. L.9-10.1.</b> <ul style="list-style-type: none"> <li><b>the use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</b></li> <li><b>use of sentence patterns typical of spoken and written language to produce text with a focus on using logical order and transitions</b></li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                          |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing with a focus on the following items: L.9-10.2 <ul style="list-style-type: none"> <li>Use of semicolons (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>Use of a colon to introduce a list or quotation.</li> <li><b>Spelling correctly.</b></li> </ul>                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                          |
| <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                          |
| Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3 <ul style="list-style-type: none"> <li>Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</li> </ul>                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                          |
| <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                          |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.4 <ul style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> </ul>                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                          |

**LANGUAGE ARTS CURRICULUM**  
**English 9: Language**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| <ul style="list-style-type: none"> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> |                                 |                             |
| <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5</p> <ul style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ul>                                                                                                                                                                                                                                                                                  |                                 |                             |
| <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.9-10.6</p> <ul style="list-style-type: none"> <li>Develop vocabulary through listening, speaking, reading and writing.</li> </ul>                                                                                                                                                                     |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
**English 9: Resources**

**By the end of grade 9, read and comprehend non-fiction and literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.9-10.10./ RI.9-10.10.**

The following resources are available for use with a whole class or in small groups.

Suggested use according to reading level

E (Easy): Texts that have a lexile range at or slightly below grade level, appropriate for standard and up

M (Medium): Texts that have a lexile range at or slightly above grade level, appropriate for advanced and up

D (Difficult): Texts that have a lexile range significantly above grade level, appropriate for honors

**Vocabulary texts:**

*Building Vocabulary Skills:* Townsend Press (E)

*Vocabulary for Achievement: Third Course* (D)

**Anthologies:**

*Literature Gold:* Prentice Hall

*Writer's Inc: A Student Handbook for Writing and Learning:* Write Source

*Man the Voyager*

*Man the Myth Maker*

*Mythology and You*

**Short Stories**

“The Scarlet Ibis” by James Hurst

“The Butcher” by Theodore Taylor

“Rules of the Game” by Amy Tan

“On the Sidewalk Bleeding” by Evan Hunter

“The Bass, The River, and Sheila Mant” by W.D. Wetherell

“Thank You Ma'am” by Langston Hughes

“And Summer Is Gone” by Susie Kretschmer

“Most Dangerous Game” by Richard Connell

“The Interlopers” by Saki (H.H. Munro)

“Eleven” by Sandra Cisneros

“The Lady or the Tiger?” by Frank Stockton

## **LANGUAGE ARTS CURRICULUM**

### **English 9: Resources**

#### **Fiction, drama and nonfiction:**

*And Then There Were None*, Agatha Christie (E)  
*A Bell for Adano*, John Hersey (E)  
*The Car*, Gary Paulsen (E)  
*The Chocolate War*, Robert Cormier (M)  
*Ellen Foster*, Kaye Gibbons (M)  
*Elsewhere*, Gabrielle Zevin (M)  
*Farewell to Manzanar*, Jeanne W. Houston (M)  
*Flowers for Algernon*, Daniel Keys (M)  
*The Glass Menagerie*, Tennessee Williams (M)  
*The Good Thief*, Hannah Tinti (M)  
*Great Expectations*, Charles Dickens (H)  
*Growing Up Black*, Jay David (M)  
*House on Mango Street*, Sandra Cisneros (E)  
*The Iliad*, Homer (M)  
*I Promised I Would Tell*, Sonia Weitz (E)  
*The Joy Luck Club*, Amy Tan (H)

*The Lightning Thief*, Rick Riordan (E)  
*Maus I, Maus II*, Art Spiegelman (E/M)  
*Midsummer Night's Dream*, William Shakespeare (H)  
*The Mouse the Roared*, Leonard Wibberly (M)  
*Of Mice and Men*, John Steinbeck (M)  
*Old Man and the Sea, The*, Ernest Hemingway (E)  
*Persepolis*, Marjane Satrapi (E/M)  
*Running Loose*, Chris Crutcher (E)  
*Secret Life of Bee, The*, Sue Monk Kidd (M)  
*Son of the Mob*, Gordon Korman (E)  
*Snow Goose, The*, Paul Gallico  
*Speak*, Laurie Halse Anderson (E)  
*Taming of the Shrew*, William Shakespeare (H)  
*Tigerheart*, Peter David (H)  
*Wizard of Earthsea*, Ursula Le Guin (M)

#### **Films:**

*Ah, Wilderness!*  
*Barn Burning*  
*Cast Away*  
*Capote: A Christmas Memory*  
*Father of the Bride* (1991)  
*The Glass Menagerie*  
*Gordon Parks Visions*  
*Great Expectations*  
*The Learning Tree*  
*Lilies of the Field*

*Midsummer Night's Dream* (multiple versions)  
*O Brother, Where Art Thou*  
*Of Mice and Men*  
*The Odyssey Parts I and II* (made for TV movie)  
*The Odyssey* (Education: Film Strips)  
*Rain Man*  
*Search for Ulysses*  
*Secondhand Lions*  
*The Yearling*  
*The Straight Story*

NOTE: R-rated films are shown only with parent consent, and in some cases, not in their entirety.

**LANGUAGE ARTS CURRICULUM**  
**English 9: Level Matrix**

**All** levels of this class share the grade level expectations. The following matrix is a breakdown of the scope and amount of typical writing and literary experiences as well as the shared benchmarks that all teachers of similar classes will implement.

| Major Topics, Themes, and Genres |          |                                                                                                                                                                                                                                                                                   | Benchmarks and Other Shared Assessments                                                                                                                                                                                        |
|----------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literature                       | Standard | Rites of Passage/Coming of Age, Journeys<br>Short Story, Epic Poetry, Drama, Novel (emphasizing characterization) <i>Speak, The Lightning Thief, The Car, Son of the Mob, The Old Man and the Sea, Maus I and Maus II</i> are recommended.                                        | Students will read a minimum of 4 major works/collections including <i>The Odyssey</i> . At least two of those books should be student-selected with class time given for reading.                                             |
|                                  | Advanced | Rites of Passage/Coming of Age, Journeys, Friendship<br>Short Story, Epic Poetry, Drama, Novel (emphasizing characterization) <i>Speak, The Old Man and the Sea, The Secret Life of Bees, Of Mice and Men, Perserpolis, The Good Thief, Maus I and Maus II</i> are recommended.   | Students will read a minimum of 5 major works/collections including <i>The Odyssey, Of Mice and Men</i> and a Shakespeare selection. At least two of those books should be student-selected with class time given for reading. |
|                                  | Honors   | Rites of Passage/Coming of Age, Journeys, Choices<br>Short Story, Epic Poetry, Drama, Novel (emphasizing characterization) <i>The Secret Life of Bees, The Old Man and the Sea, Of Mice and Men, Tigerheart, Perserpolis, The Good Thief, Maus I and Maus II</i> are recommended. | Students will read a minimum of 6 major works/collections including <i>The Odyssey, Of Mice and Men</i> and a Shakespeare selection. At least two of those books should be student-selected.                                   |
| Major Modes and Skills           |          |                                                                                                                                                                                                                                                                                   | Benchmarks and Other Shared Assessments                                                                                                                                                                                        |
| Writing                          | Standard | Summarizing/ Paraphrasing/ Using details and elaboration<br>Paragraphing with an emphasis on topic and concluding sentences.<br>Transitions/ MLA formatting/ Selecting credible sources and avoiding plagiarism                                                                   | Reflective compositions<br>Literary analysis<br>1-2 page multi-text analysis<br>2 page research paper or project                                                                                                               |
|                                  | Advanced | Paragraph development/ Using details and elaboration<br>Thesis questions,/Thesis statements/ Textual evidence and commentary/MLA formatting/ Selecting credible sources and avoiding plagiarism                                                                                   | Reflective compositions<br>Literary analysis<br>2-3 page multi-text analysis<br>2-3 page research paper                                                                                                                        |
|                                  | Honors   | Organizational structure of lengthy papers/<br>MLA formatting<br>Selecting credible sources<br>Avoiding plagiarism                                                                                                                                                                | Reflective compositions<br>Literary analysis<br>3-4 page multi-text analysis<br>3-5 page research paper                                                                                                                        |



***LANGUAGE ARTS CURRICULUM***  
***English 9: Level Matrix***

|                              |          |                                                                                                                                                                            |
|------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Homework Expectations</b> | Standard | 20-30 min. per assignment, which may include 5-10 pages reading with questions, vocabulary, graphic organizers, prewriting or narrative writing, studying for test or quiz |
|                              | Advanced | 30-60 min. per assignment. Reading and writing every assignment; students are expected to manage long-term chunked assignments independently with reminders.               |
|                              | Honors   | Reading (30-40+ pages) and writing is expected every assignment; students are expected to manage long-term assignments independently.                                      |

## ***LANGUAGE ARTS CURRICULUM***

### ***English 10 Course Descriptions***

#### **ENGLISH 10 HONORS**

This course continues an in-depth study of response to literature and the writing process. Literature study will include reading, reflecting upon and analyzing challenging selected poetry, multiple short stories, dramatic pieces, non-fiction, several novels and a thematic unit surrounding “respecting diversity.” As part of their ongoing instruction in the writing process, students will continue to practice preparing, drafting and revising and they will learn to use conferencing skills to improve their pieces. Students will complete a series of written pieces, including several analytic essays and one creative piece. Students will also learn the special skills involved in the process of writing a short research paper. Vocabulary study will continue.

#### **ENGLISH 10 ADVANCED**

This course continues to focus on response to literature and writing skills. Literature study will include reading, reflecting upon and analyzing selected poetry, multiple short stories, non-fiction, at least three novels and a thematic unit surrounding “respecting diversity.” As part of their ongoing instruction in the writing process, students will continue to practice preparing, drafting, and revising and they will learn to use conferencing skills to improve their pieces. Students will complete a series of written pieces, including at least one analytic essay and one creative piece. Students will also learn the special skills involved in the process of writing a short research paper. Vocabulary study will continue.

#### **ENGLISH 10 STANDARD**

This course emphasizes response to literature and writing skills in a structured program that enables students to practice each skill before they move on the next. Literature study will include reading, performing, and writing about selected poetry, short stories, and at least three novels and a thematic unit surrounding “respecting diversity.” As part of their ongoing instruction in the writing process, students will continue to practice preparing, drafting, and revising and they will learn to use conferencing skills to improve their pieces. Students will complete at least one analytic essay and one creative piece. Students will also complete one research project. Additionally, structured vocabulary study will continue.

# LANGUAGE ARTS CURRICULUM

## English 10: Reading and Responding

### Objectives:

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literacy, informational and argumentative texts in multimedia formats. Students use appropriate strategies before, during and after reading in order to construct a meaning. Students interpret, analyze and evaluate text in order to extend understanding and appreciation. Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. Students communicate with others to create interpretations of written, oral and visual texts. Students recognize and appreciate that contemporary and classical literature has shaped human thought. Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

### Essential Questions:

*Can fiction instruct the reader about real life?*  
*Is hatred as destructive to the perpetrator as it is to the victim?*  
*Are hopes and dreams always a positive force in people's lives?*

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Instructional Strategies                                                                                                                                                                                 | Evidence of Learning                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Forming an Understanding of Key Ideas and Details/ Developing Interpretation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                          | <b>Key Ideas and Details</b>                                                                                                                                                  |
| <p><b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.1/ RI.9-10.1</b></p> <ul style="list-style-type: none"> <li><b><u>Independently</u> draw conclusions and use evidence to substantiate them by using texts heard, read, and viewed.</b></li> <li><b>Make and justify <u>inferences</u> from <u>explicit</u> and or <u>implicit</u> information.</b></li> <li><b>Develop and defend multiple responses to literature using individual connections and relevant text references.</b></li> <li>Develop a <u>critical stance</u> and cite textual evidence to support the stance</li> </ul> | <ul style="list-style-type: none"> <li><u>Differentiated instruction</u></li> <li>Mini- lessons</li> <li>Teacher modeling</li> <li>Teacher “Think Aloud”</li> <li>Teacher/student conferences</li> </ul> | <ul style="list-style-type: none"> <li>Theme analysis of literary work</li> <li>Characterization analysis of literary work</li> <li>Plot analysis of literary work</li> </ul> |
| <p><b>Determine the theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.2/ RI.9-10.2</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li><u>Guided reading</u></li> <li>Small group discussions</li> </ul>                                                                                                 |                                                                                                                                                                               |
| <p><b>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or <u>develop the theme</u>. RL.9-10.3</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Independent</li> </ul>                                                                                                                                            |                                                                                                                                                                               |

**LANGUAGE ARTS CURRICULUM**  
**English 10: Reading and Responding**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                | <b>Instructional Strategies</b>                                                                                                                                                                                                                                        | <b>Evidence of Learning</b>                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, <u>drawing on a wide reading of world literature</u> . RL.9-10.6.                                                                                                                                                                                                                                                                                                                                                         | reading                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                            |
| Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9-10.6. <ul style="list-style-type: none"> <li>Analyze and evaluate the basic beliefs, perspectives, biases, and assumptions underlying an author's work</li> <li>Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</li> <li><b>Evaluate electronic and visual sources for accuracy and bias.</b></li> </ul>             | <ul style="list-style-type: none"> <li>Shared reading</li> <li>Sustained silent reading</li> <li>Note taking</li> <li>Journal responses</li> <li><a href="#">Flexible groupings</a></li> </ul>                                                                         |                                                                                                                                                                                                                                                                                            |
| <b>Analyze the representation of a subject, a theme, 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).</b> RL.9-10.7.                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Written reading reflections</li> <li>Oral reading reflections</li> </ul>                                                                                                                                                        |                                                                                                                                                                                                                                                                                            |
| <b>Examining Craft and Structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                            |
| <b>Identify the various conventions within a <a href="#">genre</a> and apply this understanding to the evaluation of the text with a focus on:</b> <ul style="list-style-type: none"> <li><b>mood</b> within works of prose and <a href="#">poetry</a></li> <li><b>characters and character</b> traits in prose</li> <li><b>fundamental patterns of detail, irony, <a href="#">imagery</a>, symbolism, and <a href="#">figurative language</a></b> within works of prose and <a href="#">poetry</a></li> <li><b>uses of poetic devices</b></li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Interactive read aloud</a></li> <li><a href="#">Pair and Share</a></li> <li><a href="#">Book talks</a></li> <li><a href="#">Storyboarding</a></li> <li>Teacher/student developed <a href="#">rubrics</a></li> </ul> | <b>Craft &amp; Structure</b> <ul style="list-style-type: none"> <li>Close reading</li> <li>"Effect of Author Choices" analysis</li> <li>Point of View Analysis (world literature)</li> <li>Good Literature Essay"</li> <li>Compare/Contrast essay (using two different artistic</li> </ul> |
| <b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evoke a sense of time and place; how it sets a formal or informal tone or how the language of a court opinion differs from that of a newspaper).</b> RL.9-10.4/ RI.9-10.4                                                                                                                                               | <ul style="list-style-type: none"> <li>Collaborative group activities</li> <li>Classroom debates</li> <li>Multimedia presentation</li> </ul>                                                                                                                           |                                                                                                                                                                                                                                                                                            |
| Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them RI.9-10.3. <ul style="list-style-type: none"> <li><b>Identify, use, and analyze <a href="#">text structures</a>.</b></li> </ul>                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li><a href="#">Graphic organizers</a></li> </ul>                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                            |

**LANGUAGE ARTS CURRICULUM**  
**English 10: Reading and Responding**

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                      | Instructional Strategies                                                                                            | Evidence of Learning                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.9-10.5.</b>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Literature</li><li>• Socratic seminars</li><li>• Focused lectures</li></ul> | mediums (such as art or music) <ul style="list-style-type: none"><li>• Allusion Analysis</li></ul>                                                                                                                                                                                                                    |
| Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.5.                                                                                                                                                                                                                                                                                               |                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |
| <b>Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. RI.9-10.7.</b>                                                                                                                                                                                                                                                                              |                                                                                                                     | <b><u>General Assessment</u></b>                                                                                                                                                                                                                                                                                      |
| Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. RI.9-10.8                                                                                                                                                                                                                                                               |                                                                                                                     | <ul style="list-style-type: none"><li>• Journal responses</li><li>• <a href="#">CFAs</a></li><li>• Timed writing</li><li>• Group discussions</li><li>• Multimedia presentations</li><li>• Dramatic performances</li><li>• Comprehensive exams</li><li>• <a href="#">Guided Reading</a></li><li>• Annotation</li></ul> |
| <b>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). RL.9-10.9.</b>                                                                                                                                                                                                                                                      |                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |
| <b>Text Types and Complexity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |
| Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. RI.9-10.9.                                                                                                                                                                                                     |                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |
| <b>By the end of grade 10, read and comprehend non-fiction and literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.9-10.10./ RI.9-10.10</b> <ul style="list-style-type: none"><li>• Activate prior knowledge, establish purpose for reading and adjust while reading.</li><li>• Choose a variety of <a href="#">genres</a> to read for personal enjoyment.</li></ul> |                                                                                                                     |                                                                                                                                                                                                                                                                                                                       |

# LANGUAGE ARTS CURRICULUM

## English 10: Written and Oral Expression

### Objectives:

Students use descriptive, narrative, expository, argumentative and poetic modes.  
 Students prepare, publish and/or present work appropriate to audience, purpose and task.  
 Students use knowledge of their language and culture to improve competency in English.  
 Students speak and write using standard language structures and diction appropriate to audience and task.  
 Students use standard English for composing and revising written text.

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evidence of Learning                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Writing</b></p> <p>Use the appropriate features of <a href="#">argumentative</a>, <a href="#">narrative</a>, <a href="#">expository</a> or creative writing with a focus on: <b>W.9-10.1,2,3</b></p> <ul style="list-style-type: none"> <li>• <b>incorporating interpretive commentary</b></li> <li>• checking for coherence</li> <li>• implementing effective topic sentences</li> <li>• <b>using a variety of appropriate introductions and conclusion formats.</b></li> <li>• <b>adding <a href="#">elaboration</a> in body paragraphs with relevant textual evidence, details and examples.</b></li> <li>• <b>transitioning between paragraphs</b></li> </ul> <p><a href="#">(See matrix of expectations for a breakdown of writing modes)</a></p> <p><b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.4.</b></p> <p><b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W.9-10.5.</b></p> <ul style="list-style-type: none"> <li>• <b>writing topic sentences using key words from the thesis</b></li> <li>• <b>reordering the argument in a way appropriate for the <a href="#">audience</a>, purpose, and thesis</b></li> <li>• <b>using logical transitions between and within paragraphs to improve <a href="#">fluency</a> and coherence.</b></li> </ul> | <ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Writing <a href="#">mini-lessons</a></li> <li>• Note taking</li> <li>• <a href="#">Process writing</a></li> <li>• <a href="#">Free writes</a></li> <li>• <a href="#">Graphic organizers</a></li> <li>• Generating topics</li> <li>• <a href="#">Guided writing</a> lessons</li> <li>• <a href="#">Collaborative writing</a></li> <li>• Shared writing</li> <li>• School-wide <a href="#">Rubrics</a></li> <li>• Focused peer</li> </ul> | <p style="text-align: center;"><b><u>Written Composition</u></b></p> <ul style="list-style-type: none"> <li>• Research project</li> <li>• Informative/exp<br/>lanatory text ( 3 sources)</li> <li>• Personal narrative</li> <li>• See <a href="#">Appendix G</a>: English Courses at a Glance for breakdown of <a href="#">benchmark assessments</a></li> </ul> |

**LANGUAGE ARTS CURRICULUM**  
**English 10: Written and Oral Expression**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                           | <b>Instructional Strategies</b>                                                                                                                                                      | <b>Evidence of Learning</b>                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.6.                                                                                                                                                                                                                                                             | editing<br>• Peer / teacher conferences<br>• Model texts<br>• Sharing of Student Writing<br>• Multimedia presentations<br>• Noodletools (and other computer-based tools for writing) | <b><u>General Assessment</u></b>                                                                                    |
| <b>Conduct more sustained research projects</b> to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9-10.7.                                                                                                                                                                                                             |                                                                                                                                                                                      | • Oral presentations<br>• Writing drafts<br>• Timed writing<br>• Multimedia presentations<br>• <a href="#">CFAs</a> |
| <b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.8.</b>                                                                                                                                               |                                                                                                                                                                                      |                                                                                                                     |
| <b>Draw evidence from literary or informational texts to support analysis, reflection, and research. W.9-10.9.</b>                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                      |                                                                                                                     |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.9-10.10                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                      |                                                                                                                     |
| <b>Speaking and Listening</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                      |                                                                                                                     |
| 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 argumentatively. SL.9-10.1. <ul style="list-style-type: none"> <li>• <b>Generate and respond to questions about the text.</b></li> <li>• <b>Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</b></li> </ul> |                                                                                                                                                                                      |                                                                                                                     |
| <ul style="list-style-type: none"> <li>• Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.2.</li> </ul>                                                                                                                                                                                                                                                                  |                                                                                                                                                                                      |                                                                                                                     |

**LANGUAGE ARTS CURRICULUM**  
**English 10: Written and Oral Expression**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.9-10.4. <ul style="list-style-type: none"> <li>• Use oral language with clarity, <u>voice</u> and <u>fluency</u> to communicate a message.</li> <li>• Evaluate the impact of language as related to <u>audience</u> and purpose.</li> <li>• <b>Recognize the difference between standard and nonstandard English and use language appropriately.</b></li> </ul> |                                 |                             |
| <b>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.9-10.5.</b>                                                                                                                                                                                                                                                                                                                                                                                            |                                 |                             |
| <b>Apply the most effective processes to create and present a written, oral or visual piece.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                 |                             |
| Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL.9-10.6.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |                             |
| Read, listen to, and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                             |



**LANGUAGE ARTS CURRICULUM**  
**English 10: Language**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Instructional Strategies</b>                                                                                                                                                                                                                                                                                                         | <b>Evidence of Learning</b>                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Demonstrate proficient use of proper mechanics, usage and spelling skills. (See Appendix H: Grammar Articulation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                               |
| <b>Conventions of Standard English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                               |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking with a focus on the following items. L.9-10.1 <ul style="list-style-type: none"> <li>• <b>parallel structure</b></li> <li>• the use of use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>• use of sentence patterns typical of spoken and written language to produce text with a focus on using logical order and transitions</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Writing <a href="#">mini-lessons</a></li> <li>• Note-taking</li> <li>• <a href="#">Process writing</a></li> <li>• <a href="#">Graphic organizers</a></li> <li>• <a href="#">Guided writing</a> lessons</li> <li>• <a href="#">Collaborative writing</a></li> </ul> | <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Writing drafts</li> <li>• Timed writing</li> <li>• Multimedia presentations</li> <li>• <a href="#">CFAs</a></li> <li>• Various compositions</li> </ul> |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2 <ul style="list-style-type: none"> <li>• <b>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</b></li> <li>• Use a colon to introduce a list or quotation.</li> <li>• Spell correctly.</li> </ul>                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Shared writing</li> <li>• Focused peer editing</li> <li>• Peer/teacher conferences</li> <li>• Model texts</li> <li>• Sharing of student writing</li> <li>• Multimedia presentations</li> </ul>                                                                                                 |                                                                                                                                                                                                                               |
| <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                               |
| Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.9-10.3 <ul style="list-style-type: none"> <li>• Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</li> </ul>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                               |
| <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                               |
| L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s</li> </ul>                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                               |

**LANGUAGE ARTS CURRICULUM**  
**English 10: Language**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| <p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> |                                 |                             |
| <p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |                                 |                             |
| <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> <li>Develop vocabulary through listening, speaking, reading and writing.</li> </ul>                                                                                                                                                                                                                                                              |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
**English 10: Resources**

**By the end of grade 9, read and comprehend non-fiction and literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.9-10.10./ RI.9-10.10.**

The following resources are available for use with a whole class or in small groups.

Suggested use according to reading level

E (Easy): Texts that have a lexile range at or slightly below grade level, appropriate for standard and up

M (Medium) Texts that have a lexile range at or slightly above grade level, appropriate for advanced and up

D (Difficult) Texts that have a lexile range significantly above grade level, appropriate for honors

**Vocabulary texts:**

*Improving Vocabulary Skills:* Townsend Press (E)

*Vocabulary for Achievement:* Fourth Course (M)

**Anthologies:**

*Literature and Language: 10* McDougal Littell (E)

*Elements of Literature: Fourth Course* Holt, Reinhart, and Winston (M)

*Places I Never Meant to Be (short stories- teen issues/ censorship)-* Judy Blume

*No Easy Answers (short stories- teen issues)-* Donald Gallo

*Poetry by Doing*

*Short Stories: Characters in Conflict*

**Short Stories**

“All the Years of Her Life”, Morley Callaghan

“Amanda and the Wounded Birds”, Colby Rodowsky

“Black Boy” (excerpts), Richard Wright

“The Black Cat”, Edgar Allan Poe

“Bliss at the Burger Bar”, Louise Plummer

“The Fan Club”, Rona Maynard

“Farewell to Violet”, Ellen Dodson

“Good Samaritan”, Rene Saldana, Jr.

“A Kind of Murder”, Hugh Pentecost

“Lamb to the Slaughter”, Roald Dahl

“An Ordinary Day, With Peanuts”, Shirley Jackson

“The Possibility of Evil”, Shirley Jackson

“Scars”, Sarah Beth Martin

“Short Papa”, James Purdy

“Too Soon a Woman”, Dorothy Johnson

“A Very Old Man with Enormous Wings”, Gabriel Garcia Marquez

“Viva New Jersey”, Gloria Gonzalez

## **LANGUAGE ARTS CURRICULUM**

### **English 10: Resources**

#### **Fiction, drama and nonfiction:**

*All But My Life*, Gerda Weissmann Klein (E)  
*Animal Farm*, George Orwell (E)  
*Ask Me No Questions*, Marina Budhos (M)  
*Black Boy*, Richard Wright (D)  
*Brave New World*, Aldus Huxley (D)  
*Children of the Rive*, Linda Crew (E)  
*Chosen, The*, Chiam Pitol (E)  
*A Connecticut Yankee in King Arthur's Court*, Mark Twain (M)  
*Cyrano de Bergera*, Edmund Rostand (M)  
*Deathwatch*, Robb White (E)  
*Downriver*, Will Hobbs (E)  
*Eric*, Doris Lund (E)  
*Fahrenheit 451*, Ray Bradbury (M)  
*The Good Earth*, Pearl Buck (M)  
*Harry Potter*, J.K. Rowling (E)  
*Henry IV, part 1*, William Shakespeare (D)  
*Hunger Games*, Suzanne Collins (E)  
*I Never Saw Another Butterfly*, Hana Volavkova (E)  
*Lost Horizon*, James Hilton (E)

*Macbeth*, William Shakespeare (M)  
*Man For All Seasons*, A, Robert Bolt (E)  
*Merchant of Venic*, William Shakespeare (M)  
*Miracle Worker, The*, William Gibson (E)  
*Never Cry Wolf*, Farley Mowat (E)  
*Othello*, William Shakespeare (D)  
*The Pearl*, John Steinbeck (E)  
*A Raisin in the Sun*, Lorraine Hansberry (M)  
*A Separate Peace*, John Knowles (M)  
*Slaughterhouse Five*, Kurt Vonnegut (M)  
*The Sound of Waves*, Yukio Mishima (M)  
*Staying Fat for Sarah Byrnes*, Chris Crutcher (E)  
*Summer of my German Soldier*, Bette Greene (E)  
*A Tale of Two Cities*, Charles Dickens (D)  
*The Thanksgiving Visitor*, Truman Capote (M)  
*To Kill a Mockingbird*, Harper Lee (M)  
*Twelfth Night*, William Shakespeare (M)  
*When I was a Soldier: A Memoir*, Valerie Zenatti (M)

#### **Films:**

*Animal Farm*  
*Billy Elliot*  
*Creating Critical T.V. Viewers*  
*The Dark Knight*  
*Edward Scissorhands*  
*Fahrenheit 451*  
*Gattaca*  
*To Kill A Mockingbird*  
*Life is Beautiful*

*Macbeth*  
*The Matrix*  
*Never Cry Wolf*  
*A Raisin in the Sun*  
*The River Wild*  
*Roxanne*  
*School Ties*  
*Schindler's List*  
*A Separate Peace*

*The Shadow of Hate: A History of*  
*Intolerance in America*  
*She's the Man*  
*Snow Falling on Cedars*  
*Star Trek III: The Wrath of Kahn*  
*A Tale of Two Cities*  
*Twelfth Night*  
*Rain Man*

NOTE: R-rated films are shown only with parent consent, and in some cases, not in their entirety

# LANGUAGE ARTS CURRICULUM

## English 10: Matrix of Expectations

**All** levels of this class share the grade level expectations. The following matrix is a breakdown of the scope and amount of typical writing and literary experiences as well as the shared benchmarks that all teachers of similar classes will implement.

| Major Topics, Themes, and Genres |          |                                                                                                                                                                                                                                                                       | Benchmarks and Other Shared Assessments                                                                                                                                                                                                                                                                          |
|----------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literature                       | Standard | <b>Themes:</b> appreciating differences, examining human nature, the dystopian society, I, the individual <b>Genres:</b> fiction, contemporary science fiction, classic dramatic tragedy, short non-fiction, short story, poetry.                                     | Students will read a minimum of 4 major works including <i>To Kill a Mockingbird</i> , <i>Macbeth</i> , and <i>Hunger Games</i> . At least one of those books should be student-selected with class time given for reading.                                                                                      |
|                                  | Advanced | <b>Themes:</b> appreciating differences, examining human nature, the dystopian society <b>Genres:</b> short story, fiction, science fiction, classic dramatic tragedy, poetry.                                                                                        | Students will read a minimum of 5 major works including <i>To Kill a Mockingbird</i> , <i>Macbeth</i> , and <i>Fahrenheit 451</i> . At least one of those books should be student-selected with class time given for reading.                                                                                    |
|                                  | Honors   | <b>Themes:</b> appreciating differences, dystopias and utopias, examining human nature, understanding satire and other literature focused on social commentary <b>Genres:</b> short story, fiction, science fiction, classic dramatic tragedy, satire, poetry, memoir | Students will read a minimum of 6 major works/collections including <i>To Kill a Mockingbird</i> , <i>Macbeth</i> or <i>Othello</i> , and <i>Brave New World</i> or <i>Fahrenheit 451</i> . At least one of those books should be student-selected. Emphasis will be placed upon in-depth short story analysis.. |
| Major Modes and Skills           |          |                                                                                                                                                                                                                                                                       | Benchmarks and Other Shared Assessments                                                                                                                                                                                                                                                                          |
| Writing                          | Standard | Informal responses to literature.<br>Formal literary analysis (limited length) focused on: character and theme.<br>Research based writing with a focus on integrating a variety of sources.<br>Creative writing with a focus on poetry.                               | Literary analyses<br>Multi-text responses<br>Creative response<br>2-3 page research paper or project                                                                                                                                                                                                             |
|                                  | Advanced | Informal responses to literature.<br>Formal literary analysis focused on: character and theme.<br>Research based writing with a focus on integrating a variety of sources.<br>Creative writing with a focus on poetry.                                                | Literary analyses<br>Multi-text responses<br>Creative response<br>3-4 page research paper                                                                                                                                                                                                                        |
|                                  | Honors   | Informal responses to literature.<br>Formal literary analysis focused on: character and theme and critique of author's style.<br>Research based writing with a focus on integrating a variety of sources.<br>Creative writing with a focus on poetry.                 | Literary analyses<br>Multi-text responses<br>Creative response, including at least two poems<br>6-9 page research paper                                                                                                                                                                                          |

***LANGUAGE ARTS CURRICULUM***  
***English 10: Matrix of Expectations***

|                              |          |                                                                                                                                                                             |
|------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              |          |                                                                                                                                                                             |
| <b>Homework Expectations</b> | Standard | 20-30 min. per assignment, which may include 10-15 pages reading with questions, vocabulary, graphic organizers, prewriting or narrative writing, studying for test or quiz |
|                              | Advanced | 30-60 min. per assignment. Reading and writing every assignment; students are expected to manage long-term chunked assignments independently.                               |
|                              | Honors   | Reading (40-50+) and writing is expected every assignment; students are expected to manage long-term assignments independently..                                            |

## ***LANGUAGE ARTS CURRICULUM***

### ***English 11 Course Descriptions***

#### **ENGLISH 11 – UCONN ECE/ ADVANCED PLACEMENT/ HONORS**

This course is an Advanced Placement course that prepares students for the AP Language and Composition test in May. In this course, students will read, discuss, and analyze many challenging texts from American literature to determine how authors use language and rhetoric to express their views, to convey meaning, and to evoke a response in the reader. To cultivate a deeper understanding of American literature and thought, students will also study the cultural and historical contexts from which the literature originates and the intellectual influences that shape those contexts. Imaginative, non-fiction, and visual texts (art, film, etc.) will be examined to provide students with a rich understanding of the American experience. In this course, students will be expected to complete a great deal of reading outside of class. In the writing program, students will continue to approach writing as a process and use Standard Written English to compose academic essays, several written analyses of select prose passages, creative writing assignments, a substantive research paper, and timed writings. Students will receive feedback on writing assignments to examine and address their own problems with grammar and mechanics. Additionally, SAT preparation will be integrated into the units of study and speaking and listening skills will be emphasized.

#### **ENGLISH 11 ADVANCED**

In this course, students will read, discuss, and analyze many challenging texts from American literature. To cultivate a deeper understanding of American literature and thought, students will also study the cultural and/or historical contexts from which the literature originates and the intellectual influences that shape those contexts. Imaginative, non-fiction, and visual texts (art, film, etc.) will be examined to provide students with a rich understanding of the American experience. While students will be given appropriate support with challenging reading assignments, students will be expected to complete a great deal of reading outside of class. In the writing program, students will continue to approach writing as a process and use Standard Written English to compose academic essays, creative writing assignments, a substantive research paper, and timed writings. Students will receive feedback on writing assignments to examine and address their own problems with grammar and mechanics. Additionally, SAT preparation will be integrated into the units of study and speaking and listening skills will be emphasized.

#### **ENGLISH 11 STANDARD**

In this course, students will read, discuss, and analyze texts from American literature. To cultivate a deeper understanding of American literature and thought, students will also study the cultural and/or historical contexts from which the literature originates and the intellectual influences that shape those contexts. Imaginative, non-fiction, and visual texts (art, film, etc.) will be examined to provide students with a rich understanding of the American experience. With reading assignments, students will be given appropriate support and guidance to help develop their skills of critical reading. In the writing program, students will receive guidance with the writing process and the use of Standard Written English to compose academic essays, creative writing assignments, a substantive research paper, and timed writings. Students will receive feedback on writing assignments to examine and address their own problems with grammar and mechanics. Additionally, SAT preparation will be integrated into the units of study and speaking and listening skills will be emphasized.

# LANGUAGE ARTS CURRICULUM

## English 11: Reading and Responding

### Objectives:

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literacy, informational and persuasive texts in multimedia formats. Students use appropriate strategies before, during and after reading in order to construct a meaning. Students interpret, analyze and evaluate text in order to extend understanding and appreciation. Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. Students communicate with others to create interpretations of written, oral and visual texts. Students recognize and appreciate that contemporary and classical literature has shaped human thought. Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

### Essential Questions:

*Can the racial divisions that have plagued American society be erased?*  
*Given our diverse culture, what are the challenges that face democracy?*  
*How has the character of America changed over the years?*

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                              | Instructional Strategies                                                                                                                                                                                                                                  | Evidence of Learning                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Forming an Understanding of Key Ideas and Details/ Developing Interpretation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                           | <b>Key Ideas and Details</b>                                                                                                    |
| <p><b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.1/ RI.11-12.1.</b></p> <ul style="list-style-type: none"> <li><b><u>With limited guidance</u> draw conclusions and use evidence to substantiate them by using texts heard, read, and viewed.</b></li> <li><b>Develop a <u>critical stance</u> and cite <u>textual</u> evidence to support the stance.</b></li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Differentiated instruction</a></li> <li>Mini- lessons</li> <li>Teacher modeling</li> <li>Teacher “Think Aloud”</li> <li>Teacher/student conferences</li> <li><a href="#">Guided reading</a></li> </ul> | <ul style="list-style-type: none"> <li>Multiple theme interaction analysis (in one work)</li> <li>Literary criticism</li> </ul> |
| <p><b>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.2/ RI.11-12.2</b></p>                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                           |                                                                                                                                 |



**LANGUAGE ARTS CURRICULUM**  
**English 11: Reading and Responding**

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                     | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evidence of Learning                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.11-12.3. <ul style="list-style-type: none"><li>Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</li></ul>                                                                                                                  | <ul style="list-style-type: none"><li>Small group discussions</li><li>Independent reading</li><li>Shared reading</li><li>Sustained silent reading</li><li>Note taking</li><li>Journal responses</li><li><a href="#">Flexible groupings</a></li><li>Written reading reflections</li><li>Oral reading reflections</li><li><a href="#">Interactive read aloud</a></li><li><a href="#">Pair and Share</a></li><li><a href="#">Book talks</a></li><li><a href="#">Storyboarding</a></li><li>Teacher/student developed <a href="#">rubrics</a></li><li>Collaborative group activities</li><li>Classroom</li></ul> |                                                                                                                                                                                                                                                      |
| Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.11-12.3. <ul style="list-style-type: none"><li>Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.</li></ul>                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |
| 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.) RL.11-12.7.                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |
| <b>Examining Craft and Structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |
| <b>Identify the various conventions within a <a href="#">genre</a> and apply this understanding to the evaluation of the text with a focus on:</b> <ul style="list-style-type: none"><li>a. <a href="#">voice</a>, <a href="#">tone</a>, and <a href="#">style</a> within works of prose and <a href="#">poetry</a>.</li><li>b. patterns of detail, irony, <a href="#">imagery</a>, symbolism, and <a href="#">figurative language</a> within works of prose and <a href="#">poetry</a></li><li>c. uses of poetic devices</li></ul> | <ul style="list-style-type: none"><li>Teacher/student developed <a href="#">rubrics</a></li><li>Collaborative group activities</li><li>Classroom</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Craft &amp; Structure</b> <ul style="list-style-type: none"><li>Close reading essay</li><li>“Analysis of Author’s Structural Choices” Essay</li><li>Essay on irony or satire</li><li>Essay comparing at least one treatment of either a</li></ul> |
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. RL.11-12.4.                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.4.                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |

**LANGUAGE ARTS CURRICULUM**  
**English 11: Reading and Responding**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                        | <b>Instructional Strategies</b>                                                                                                                                                                                                              | <b>Evidence of Learning</b>                                                                                                                                                                                     |
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| Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL.11-12.5.                                                                                                                                                                                                                                   | debates<br>• Multimedia presentation<br>• <a href="#">Graphic organizers</a><br>• Literature<br>• Socratic seminars<br>• Focused lectures<br>• Field trips<br>• Paraphrase<br>• <a href="#">Guided Reading</a> Questions<br>• Guest speakers | Shakespearean or American dramatist's play against the source version<br>• Essay comparing at least eighteenth, nineteenth or two early-twentieth century texts that address a common topic or theme            |
| <b>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.11-12.5.</b><br>• <b>Analyze and evaluate the basic beliefs, perspectives, <u>biases</u>, and assumptions underlying an author's work.</b><br>• <b>Discuss how the experiences <u>and culture</u> of an author influence the text.</b>                                                                                       |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                 |
| Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RL.11-12.6.                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                 |
| <b>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, argumentativeness or beauty of the text. RI.11-12.6.</b>                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                 |
| Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. RL.11-12.9.<br>• <b>Create responses to texts and examine each work's contributions to an understanding of human experience across <u>American</u> culture.</b><br>• <b>interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in <u>American</u> literature.</b> |                                                                                                                                                                                                                                              | <div style="text-align: center;"><b><u>General Assessment</u></b></div> • Journal responses<br>• <u>CFAs</u><br>• Timed writing<br>• Group discussions<br>• Multimedia presentations<br>• Dramatic performances |
| <b>Text Types and Complexity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                 |
| RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.<br>• <b>Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.</b>                                                                                                                                                                                             |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                 |

**LANGUAGE ARTS CURRICULUM**  
**English 11: Reading and Responding**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                | <b>Instructional Strategies</b> | <b>Evidence of Learning</b>                                                                                                    |
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| RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).                                                                                                                                                                          |                                 | <ul style="list-style-type: none"> <li>• Comprehensive exams</li> <li>• <u>Guided Reading</u></li> <li>• Annotation</li> </ul> |
| <b>RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</b>                                                                                                                                                                       |                                 |                                                                                                                                |
| By the end of grade 11, read and comprehend non-fiction and literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. RL.11-12.10./ RI.11-12.10 <ul style="list-style-type: none"> <li>• <u>With limited guidance</u> activate prior knowledge, establish purposes for reading and adjust the purposes while reading</li> <li>• Choose a variety of <u>genres</u> to read for personal enjoyment.</li> </ul> |                                 |                                                                                                                                |

# LANGUAGE ARTS CURRICULUM

## English 11: Written and Oral Communication

### Objectives:

- Students use descriptive, narrative, expository, persuasive and poetic modes.
- Students prepare, publish and/or present work appropriate to audience, purpose and task.
- Students use knowledge of their language and culture to improve competency in English.
- Students speak and write using standard language structures and diction appropriate to audience and task.
- Students use standard English for composing and revising written text.

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Evidence of Learning                                                                                                                                                                                                                                                                                   |
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| <b>Writing</b><br>Use the appropriate features of <b>argumentative</b> , <b>narrative</b> , <b>expository</b> , or creative writing with a focus on: W.11-12.1,2,3 <ul style="list-style-type: none"> <li>incorporating interpretive commentary</li> <li>checking for coherence</li> <li>implementing effective topic sentences</li> <li>using a variety of appropriate introduction and conclusion formats</li> <li>adding <b>elaboration</b> in body paragraphs with relevant textual evidence, details and examples</li> </ul> (See <a href="#">matrix of expectations for a breakdown of writing modes</a> )                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Oral presentations</li> <li>Teacher modeling</li> <li>Writing <a href="#">mini-lessons</a></li> <li>Note taking</li> <li><a href="#">Process writing</a></li> <li><a href="#">Free writes</a></li> <li><a href="#">Graphic organizers</a></li> <li>Generating topics</li> <li><a href="#">Guided writing</a> lessons</li> <li><a href="#">Collaborative writing</a></li> <li>Shared writing</li> <li>School-wide <a href="#">Rubrics</a></li> </ul> | <b>Written Composition</b> <ul style="list-style-type: none"> <li>Research paper</li> <li>Informative/explanatory text ( 3 sources)</li> <li>Personal narrative</li> <li>See <a href="#">Appendix G</a>: English Courses at a Glance for breakdown of <a href="#">benchmark assessments</a></li> </ul> |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.4.<br><br><b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. With limited guidance, <a href="#">revise</a> texts for organization, <a href="#">elaboration</a>, <a href="#">fluency</a> and clarity with a focus on: W.11-12.5.</b> <ul style="list-style-type: none"> <li>writing topic sentences using key words or <a href="#">synonyms</a> or ideas from the thesis</li> <li>reordering the argument in a way appropriate for the <a href="#">audience</a>, purpose, and thesis</li> <li>using logical transitions between and within paragraphs to improve <a href="#">fluency</a> and coherence</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                        |

**LANGUAGE ARTS CURRICULUM**  
**English 11: Written and Oral Communication**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                   | <b>Instructional Strategies</b>                                                                                                                                                                                                                                                     | <b>Evidence of Learning</b>                                                                                                                                                          |
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| <b>With limited guidance,</b> conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.7.                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Focused peer editing</li> <li>• Peer / teacher conferences</li> <li>• Model texts</li> <li>• Sharing of Student Writing</li> <li>• Multimedia Presentations</li> <li>• Noddletools (and other computer-based tools for writing)</li> </ul> | <p style="text-align: center;"><b><u>General Assessment</u></b></p>                                                                                                                  |
| <b>With limited guidance, 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.11-12.8.</b> <ul style="list-style-type: none"> <li>• <b>Evaluate electronic and visual sources for accuracy and bias.</b></li> </ul>                           |                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Writing drafts</li> <li>• Timed writing</li> <li>• Multimedia presentations</li> <li>• <u>CFAs</u></li> </ul> |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                      |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.6.                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                      |
| <b>Speaking and Listening</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                      |
| 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. <b>CC.11-12.SL.1</b> <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> </ul> |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                      |

**LANGUAGE ARTS CURRICULUM**  
**English 11: Written and Oral Communication**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
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| <ul style="list-style-type: none"> <li>• Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>• Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> </ul>                                                                                                                                                                                                                                          |                                 |                             |
| <b>Persuade listeners about judgments and opinions of works read, written and viewed.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                             |
| Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <b>CC.11-12.SL.1.d</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |                             |
| <b>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.11-12.SL.2</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                             |
| Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <b>CC.11-12.SL.3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |                             |
| Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. <b>CC.11-12.SL.4</b> <ul style="list-style-type: none"> <li>• <b>Present information with a focus on awareness of appropriate visual aids to support presentations and awareness of appropriate body language, eye contact, and appearance</b></li> <li>• Use oral language with clarity, <a href="#">voice</a> and <a href="#">fluency</a> to communicate a message.</li> </ul> |                                 |                             |
| Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <b>CC.11-12.SL.5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
**English 11: Written and Oral Communication**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                    | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. <b>CC.11-12.SL.6</b> <ul style="list-style-type: none"><li>Recognize the difference between <a href="#">standard</a> and nonstandard English and use language appropriately.</li><li>Evaluate the impact of language as related to <a href="#">audience</a> and purpose.</li></ul> |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
**English 11: Language**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Instructional Strategies</b>                                                                                                                                                                                                                                              | <b>Evidence of Learning</b>                                                                                                                                                                               |
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| <b>Demonstrate proficient use of proper mechanics, usage and spelling skills. (<a href="#">See Appendix H: Grammar Articulation</a>)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                           |
| <b>Conventions of Standard English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                           |
| <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking with a focus on: L.11-12.1</p> <ul style="list-style-type: none"> <li>Applying the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li><b>Recognize and understand variations between language patterns with a focus on <a href="#">tone</a>, syntax, and <a href="#">diction</a>.</b></li> <li>Resolving issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</li> </ul>                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Teacher modeling</li> <li>Writing <u>mini-lessons</u></li> <li>Note-taking</li> <li><u>Process writing</u></li> <li><u>Graphic organizers</u></li> <li><u>Guided writing lessons</u></li> <li><u>Collaborative writing</u></li> </ul> | <ul style="list-style-type: none"> <li>Oral presentations</li> <li>Writing drafts</li> <li>Timed writing</li> <li>Multimedia presentations</li> <li><u>CFA's</u></li> <li>Various compositions</li> </ul> |
| <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing with a focus on: L.11-12.2</p> <ul style="list-style-type: none"> <li>Observing hyphenation conventions.</li> <li>Spelling correctly.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Shared writing</li> <li>Focused peer editing</li> <li>Peer/teacher conferences</li> </ul>                                                                                                                                             |                                                                                                                                                                                                           |
| <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                           |
| <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3</p> <ul style="list-style-type: none"> <li>Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> <li>Use sentence patterns typical of spoken and written language to produce text <u>with a focus on improving clarity in phrases and clauses</u>.</li> <li><b>With limited guidance, determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies with a focus on clarifying confusion in prose and <a href="#">poetry</a> and identifying and describing the mood, <a href="#">tone</a> and character traits</b></li> </ul> | <ul style="list-style-type: none"> <li>Model texts</li> <li>Sharing of student writing</li> <li>Multimedia presentations</li> </ul>                                                                                                                                          |                                                                                                                                                                                                           |



**LANGUAGE ARTS CURRICULUM**  
**English 11: Language**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                             |
| <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies with a focus on: L.11-12.4</p> <ul style="list-style-type: none"> <li>• Using context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Identifying and correctly using patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>• Consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>• Verifying the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> |                                 |                             |
| <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings with a focus on: L.11-12.5</p> <ul style="list-style-type: none"> <li>• Interpreting figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>• Analyzing nuances in the meaning of words with similar denotations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                             |
| <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.11-12.6</p> <ul style="list-style-type: none"> <li>• <b>Develop vocabulary through listening, speaking, reading and writing.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
**English 11: Resources**

**RL.11-12.10./ RI.11-12.10** By the end of grade 11, read and comprehend non-fiction and literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

The following resources are available for use with a whole class or in small groups.

Suggested use according to reading level

E (Easy): Texts that have a lexile range at or slightly below grade level, appropriate for standard and up

M (Medium) Texts that have a lexile range at or slightly above grade level, appropriate for advanced and up

D (Difficult) Texts that have a lexile range significantly above grade level, appropriate for honors

**Vocabulary texts:**

*Advancing Vocabulary Skills* (Townsend Press)

**Anthologies:**

*Literature and Language: American Literature* (Macdougall- Littlell)

*Adventures in American Literature*

*Six Great Modern Short Plays*

*50 Essays*- ed. Samuel Cohen

**Short Stories:**

“Teenage Wasteland”, Anne Tyler

“A Rose for Emily” “Barn Burning”, William Faulkner

“Young Goodman Brown”, Nathaniel Hawthorne

“A & P”, John Updike

*Welcome to the Monkey House*, Kurt Vonnegut

“Story of an Hour” “A Respectable Woman” “Desiree’s Baby” ,Kate Chopin

“The Lottery” , Shirley Jackson

“A Sound of Thunder” , Ray Bradbury

Stories by Sherman Alexie

“A War Prayer” , Mark Twain

“A Telephone Call” “A Standard of Living”, Dorothy Parker

“A Good Man is Hard to Find” “Good Country People”, Flannery O’Connor

## **LANGUAGE ARTS CURRICULUM**

### **English 11: Resources**

#### **Fiction, drama and nonfiction:**

*Across Five Aprils*, Irene Hunt (M)  
*The Adventures of Huckleberry Finn*, Mark Twain (D)  
*Age of Innocence*, Edith Wharton (D)  
"The Allegory of the Cave" by Plato (D)  
*The Assistant*, Bernard Malamud (M)  
*The Awakening*, Kate Chopin (M)  
*The Bean Trees*, Barbara Kingsolver (E)  
*Beloved*, Toni Morrison (D)  
*Billy Budd*, Herman Melville (M)  
*The Bluest Eye*, Toni Morrison (D)  
*Bury My Heart at Wounded Knee*, Dee Williams (M)  
*The Catcher in the Rye*, J.D. Salinger (E)  
*The Crucible*, Arthur Miller (E)  
*Daisy Miller. Turn of the Screw*, Henry James (M)  
*Death of a Salesman*, Arthur Miller (M)

*The Education of Little Tree*, Forrest Carter (E)  
*Fallen Angels*, Walter Dean Myers (E)  
*A Farewell to Arms*, Ernest Hemmingway (E)  
*Fences*, August Wilson (E)  
*Franny and Zooey*, J.D. Salinger (E)  
*The Grapes of Wrath*, John Steinbeck (D)  
*Great Gatsby*, F. Scott Fitzgerald (M)  
*I Know Why the Caged Bird Sings*, Maya Angelou (M)  
*In Our Time*, Ernest Hemmingway (M)  
*Inherit the Wind*, Lawrence and Lee (E)  
*Into the Wild*, Jon Krakauer (E)  
*The Night Thoreau Spent in Jail*, Lawrence and Lee (E)  
*The Red Badge of Courage*, Stephen Crane (E)  
*The Scarlet Letter*, Nathaniel Hawthorne (D)  
*Shane*, Jack Schaefer (E)

#### **Films:**

*The Age of Innocence*  
*Cool Hand Luke*  
*Dances with Wolves*  
*Full Metal Jacket*  
*Ghosts of the Mississippi*  
*The Godfather*  
*In Country*

*Little Big Man*  
*Ordinary People*  
*Platoon*  
*Psycho*  
*A Room With a View*  
*X*

NOTE: R-rated films are shown only with parent consent, and in some cases, not in their entirety

**LANGUAGE ARTS CURRICULUM**  
**English 11: Matrix of Expectations**

**All** levels of this class share the grade level expectations. The following matrix is a breakdown of the scope and amount of typical writing and literary experiences as well as the shared benchmarks that all teachers of similar classes will implement.

| Major Topics, Themes, and Genres |          | Benchmarks and Other Shared Assessments                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Literature</b>                | Standard | <p><b>Topics:</b> Topics and Themes: The American Dream; Author / Work Connections; Censorship; American Philosophical Foundations; Conformity / Nonconformity; Independence / Rebellion; Loss of Innocence; Alienation from self and society; Coping with Guilt.</p> <p><b>Genres:</b> First Person Narrative, Poetry, Nonfiction; Sci-fi; Drama; Western</p>                                                                    |
|                                  | Advanced | <p><b>Topics and Themes:</b> Transcendentalism, The American Dream, Author / Work Connections, Censorship, Romantic Idealism, American Philosophical Foundations, Conformity / Nonconformity, Independence / Rebellion, Self-Reliance, Loss of Innocence, Alienation from self and society, Coping with Guilt.</p> <p><b>Genres:</b> Meta-fiction, First Person Narrative, Poetry, Nonfiction, Satire, Sci-fi, Drama, Western</p> |
|                                  | Honors   | <p><b>Topics and Themes:</b> Transcendentalism, The American Dream, American Romanticism versus Realism, Conformity / Nonconformity, Marginalized societies, historic influences on literature</p> <p><b>Genres:</b> First person narrative, Non-fiction essays, Satire, Drama, pre-1900 novels and essays, American tragedies</p>                                                                                                |

**LANGUAGE ARTS CURRICULUM**  
**English 11: Matrix of Expectations**

| Major Modes and Skills |          |                                                                                                                                                                                                                                                                                          | Benchmarks and Other Shared Assessments                                                                                              |
|------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Writing                | Standard | <b>Modes:</b> Narrative, expository, persuasive, creative, poetry, reflective.<br><b>Skills:</b> Thesis development (statement); textual evidence; commentary; organization; MLA, topic sentences, transitions, research process, revision, editing, academic voice.                     | Literary analyses<br>Close reading analysis<br>Personal narrative/college essay<br>2-5 p. Research Project<br>SAT prep               |
|                        | Advanced | <b>Modes:</b> Narrative, expository, persuasive, creative, poetry, reflective.<br><b>Skills:</b> Thesis development (question / statement); textual evidence; commentary; organization; MLA, topic sentences, transitions, research process, revision, editing, academic voice.          | Literary analyses<br>Close reading analysis<br>Personal narrative/college essay<br>3-6 p. Research paper<br>SAT Prep / Timed Writing |
|                        | Honors   | <b>Modes:</b> Narrative, expository, persuasive, creative, analytical, synthesis, reflective<br><b>Skills:</b> Thesis creation (question / statement); textual evidence; commentary; organization; MLA; topic sentences; transitions; revision; editing; voice; rhetorical devices; tone | Literary analyses<br>Close reading analysis<br>Creative writing pieces focusing on voice<br>5-8 p. Research paper                    |
|                        |          |                                                                                                                                                                                                                                                                                          |                                                                                                                                      |
| Homework Expectations  | Standard | 15-20 min. per night, which may include, 10-15 pages reading with questions, vocabulary, graphic organizers, prewriting, narrative or literary writing, studying for test or quiz                                                                                                        |                                                                                                                                      |
|                        | Advanced | Reading (30 pages) and writing every night, students are expected to manage long-term assignments independently                                                                                                                                                                          |                                                                                                                                      |
|                        | Honors   | Substantial reading (50+ pages) and writing for every class, students are expected to manage long-term assignments and vocabulary study independently                                                                                                                                    |                                                                                                                                      |

## ***LANGUAGE ARTS CURRICULUM***

### ***English 12 Course Descriptions***

#### **ENGLISH 12 – UCONN ECE/ ADVANCED PLACEMENT/ HONORS**

In this course, students will further develop their skills at reading and thinking critically. Students will compose carefully crafted academic essays, and students will be expected to meet the demands of an academically rigorous course. UCONN ECE 1011/AP English is designed to include an in-depth study of British, World, and American texts; a study of the historical context of some of these works; extensive writing, both formal and informal, about literature and related topics; writing workshops in which revision will be emphasized; and preparation for the AP test in May. This is a college level course, sanctioned by the Department of English at the University of Connecticut which allows successful students to earn four college credits. This course also prepares students for the AP Literature and Composition test in May.

#### **ENGLISH 12 ADVANCED**

This course offers further practice in literary study, writing, and analytical skills. Students will respond to poetry, drama, non-fiction, short stories, and novels in a variety of ways, including discussion, journal writing, and performance. Students will be expected to gain independence in constructing meaning from a text. Some reading assignments will include works from British literary heritage as well as other world literature. The writing program students will strengthen their ability to write analytically about literature with timed and independent compositions and to create a correctly cited research paper. Writing about personal experience will enhance their ability to reflect about their own lives and prepare them for college essay writing. Students will be expected to handle most problems of grammar and mechanics independently and will apply revision skills to improve their prose style. Vocabulary study will focus on SAT preparation for the first semester and vocabulary in context thereafter.

#### **ENGLISH 12 STANDARD**

This course offers further practice in literary study and writing within a structured program which allows students the opportunity to practice each skill before they move on to the next. Students will be asked to respond to poetry, drama, non-fiction, short stories, and novels in a variety of ways, including discussion, journal writing, and performance. Students will work towards gaining independence in textual analysis. Some reading assignments will include works from our British literary heritage as well as texts centered on the theme of “The Power of Storytelling.” In the writing program students will strengthen their ability to write about literature and to create a correctly cited research paper. Writing about personal experience will enhance their ability to reflect about their own lives. Students will be expected to handle many problems of grammar and mechanics independently but guidance will still be provided as needed. Vocabulary study will focus on SAT preparation and learning words in context.

# LANGUAGE ARTS CURRICULUM

## English 12: Reading and Responding

### Objectives:

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literacy, informational and persuasive texts in multimedia formats. Students use appropriate strategies before, during and after reading in order to construct a meaning. Students interpret, analyze and evaluate text in order to extend understanding and appreciation. Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. Students communicate with others to create interpretations of written, oral and visual texts. Students recognize and appreciate that contemporary and classical literature has shaped human thought. Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

### Essential Questions:

*Is a hero without flaws? Is a villain always wrong?*  
*Does clear expression come from clear thinking or vice versa?*  
*What are the personal consequences of being on the fringe of society?*

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                          | <b>Instructional Strategies</b>                                                                                                                                                                                                                                                              | <b>Evidence of Learning</b>    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Forming an Understanding of Key Ideas and Details/ Developing Interpretation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• <a href="#">Differentiated instruction</a></li> <li>• Mini- lessons</li> <li>• Teacher modeling</li> <li>• Teacher “Think Aloud”</li> <li>• Teacher/student conferences</li> <li>• <a href="#">Guided reading</a></li> <li>• Small group</li> </ul> | <b>Key Ideas &amp; Details</b> |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.1. / RI.11-12.1. <ul style="list-style-type: none"> <li>• Select and organize relevant information from the text to summarize.</li> <li>• <b>Independently draw conclusions and use evidence to substantiate them by using texts heard, read, and viewed.</b></li> <li>• Develop a critical stance and cite textual evidence to support the stance</li> </ul> |                                                                                                                                                                                                                                                                                              |                                |
| Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.2./ RI.11-12.2.                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                              |                                |

**LANGUAGE ARTS CURRICULUM**  
**English 12: Reading and Responding**

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                     | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evidence of Learning                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <b>RL.11-12.3.</b> <ul style="list-style-type: none"><li>Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict</li></ul>                                                                                                                      | <ul style="list-style-type: none"><li>discussions</li><li>Independent reading</li><li>Shared reading</li><li>Sustained silent reading</li><li>Note taking</li><li>Journal responses</li><li><a href="#">Flexible groupings</a></li><li>Written reading reflections</li><li>Oral reading reflections</li><li><a href="#">Interactive read aloud</a></li><li><a href="#">Pair and Share</a></li><li><a href="#">Book talks</a></li><li><a href="#">Storyboarding</a></li><li>Teacher/student developed <a href="#">rubrics</a></li><li>Collaborative group activities</li><li>Classroom debates</li></ul> |                                                                                                                                                          |
| Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>RI.11-12.3.</b> <ul style="list-style-type: none"><li>Create responses to texts and examine each work’s contributions to an understanding of human experience across cultures.</li></ul>                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                          |
| Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>RI.11-12.3.</b>                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                          |
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. <b>RL.11-12.4.</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                          |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <b>RI.11-12.4</b>                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                          |
| <b>Examining Craft and Structure</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                          |
| Identify the various conventions within a <a href="#">genre</a> and apply this understanding to the evaluation of the text with a focus on: <ul style="list-style-type: none"><li><a href="#">voice</a>, <a href="#">tone</a>, and <a href="#">style</a> within works of prose and <a href="#">poetry</a>.</li><li>patterns of detail, irony, <a href="#">imagery</a>, symbolism, and <a href="#">figurative language</a> within works of prose and <a href="#">poetry</a></li><li>uses of poetic devices</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Craft &amp; Structure</b> <ul style="list-style-type: none"><li>Close reading essay</li><li>“Analysis of Author’s Structural Choices” Essay</li></ul> |



**LANGUAGE ARTS CURRICULUM**  
**English 12: Reading and Responding**

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                       | Instructional Strategies                                                                                                                                                                                                                                                                                | Evidence of Learning                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>RL.11-12.5.</b> <ul style="list-style-type: none"><li>Analyze and evaluate the basic beliefs, perspectives, biases, and assumptions underlying an author’s work.</li></ul>                                                                                         | <ul style="list-style-type: none"><li>Multimedia presentation</li><li><a href="#">Graphic organizers</a></li><li>Literature</li><li>Socratic seminars</li><li>Focused lectures</li><li>Field trips</li><li>Paraphrase</li><li><a href="#">Guided Reading Questions</a></li><li>Guest speakers</li></ul> | <ul style="list-style-type: none"><li>Essay on irony or satire</li><li>Essay comparing at least one treatment of either a Shakespearean or American dramatist’s play against the source version</li><li>Essay comparing at least eighteenth, nineteenth or two early-twentieth century texts that address a common topic or theme</li></ul> |
| Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <b>RI.11-12.5.</b>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             |
| Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>RL.11-12.6.</b>                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             |
| Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <b>RI.11-12.6.</b> <ul style="list-style-type: none"><li>Evaluate the effectiveness of the choices that authors, illustrators and filmmakers make to express political and social issues.</li></ul>                                                                                                                                          |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             |
| 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.) <b>R.L.11-12.7</b> <ul style="list-style-type: none"><li><b>Develop and defend multiple responses to literature using individual connections and relevant text references.</b></li><li><b>Discuss how the experiences of an author influence the text.</b></li></ul> |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             |
| <b>Text Types and Complexity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             |
| Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>RI.11-12.7.</b>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             |

**LANGUAGE ARTS CURRICULUM**  
**English 12: Reading and Responding**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Instructional Strategies</b> | <b>Evidence of Learning</b>                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). RI.11-12.8.                                                                                                                                                                                                                                                                                        |                                 | <b><u>General Assessments</u></b>                                                                                                                                                                                                                                                                             |
| Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. RI.11-12.9.                                                                                                                                                                                                                                                                                            |                                 | <ul style="list-style-type: none"> <li>• Journal responses</li> <li>• <u>CFAs</u></li> <li>• Timed writing</li> <li>• Group discussions</li> <li>• Multimedia presentations</li> <li>• Dramatic performances</li> <li>• Comprehensive exams</li> <li>• <u>Guided Reading</u></li> <li>• Annotation</li> </ul> |
| <b>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works including how two or more texts from the same period treat similar themes or topics. CC.11-12.R.L.9</b> <ul style="list-style-type: none"> <li>• Compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary text.</li> </ul>                                                                                                                                                                                                                                                                   |                                 |                                                                                                                                                                                                                                                                                                               |
| <b>By the end of grade 12, read and comprehend non-fiction and literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. RL.11-12.10/RI.11-12.10</b> <ul style="list-style-type: none"> <li>• <u>Independently</u> activate prior knowledge, establish purpose for reading and adjust the purposes while reading.</li> <li>• <u>Independently</u> determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</li> <li>• Choose a variety of genres to read for personal enjoyment.</li> </ul> |                                 |                                                                                                                                                                                                                                                                                                               |

**LANGUAGE ARTS CURRICULUM**  
**English 12: Written and Oral Communication**

**Objectives:**

Students use descriptive, narrative, expository, persuasive and poetic modes.  
 Students prepare, publish and/or present work appropriate to audience, purpose and task.  
 Students use knowledge of their language and culture to improve competency in English.  
 Students speak and write using standard language structures and diction appropriate to audience and task.  
 Students use standard English for composing and revising written text.

| Grade Level Expectations<br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Instructional Strategies | Evidence of Learning                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                          | <b><u>Written Compositions</u></b> <ul style="list-style-type: none"> <li>• Research paper</li> <li>• Informative/explanatory text ( 3 sources)</li> <li>• College essay/ personal narrative</li> <li>• See <u>Appendix G: English Courses at a Glance</u> for breakdown of <u>benchmark assessments</u></li> </ul> |
| Use the appropriate features of <b><u>persuasive</u></b> , <b><u>narrative</u></b> , <b><u>expository</u></b> or creative writing with a focus on: W.11-12.1,2,3. <ul style="list-style-type: none"> <li>• incorporating interpretive commentary</li> <li>• checking for coherence</li> <li>• implementing effective topic sentences</li> <li>• using a variety of appropriate introduction and conclusion formats</li> <li>• adding <b><u>elaboration</u></b> in body paragraphs with relevant textual evidence, and examples</li> </ul> (See <u>matrix of expectations for a breakdown of writing modes</u> )                                                                             |                          |                                                                                                                                                                                                                                                                                                                     |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |                                                                                                                                                                                                                                                                                                                     |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Independently <b><u>revise</u></b> texts for organization, <b><u>elaboration</u></b> , <b><u>fluency</u></b> and clarity with a focus on: W.11-12.5. <ul style="list-style-type: none"> <li>• writing topic sentences using key words or synonyms or ideas from the thesis</li> <li>• reordering the argument in a way appropriate for the audience, purpose, and thesis</li> <li>• using logical transitions between and within paragraphs to improve fluency and coherence.</li> </ul> |                          |                                                                                                                                                                                                                                                                                                                     |

**LANGUAGE ARTS CURRICULUM**  
**English 12: Written and Oral Communication**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Instructional Strategies</b> | <b>Evidence of Learning</b>                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Independently</u> conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.7.</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 | <div style="text-align: center;"><b><u>General Assessments</u></b></div> <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Writing drafts</li> <li>• Timed writing</li> <li>• Multimedia presentations</li> <li>• <u>CFA</u>s</li> </ul> |
| <b><u>Independently</u> 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.11-12.8.</b>                                                                                                                                                                                                                                                                                                              |                                 |                                                                                                                                                                                                                                                               |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |                                                                                                                                                                                                                                                               |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.6.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |                                                                                                                                                                                                                                                               |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes W.11-12.10.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                               |
| <b><u>Speaking and Listening</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 |                                                                                                                                                                                                                                                               |
| Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.11-12.1 <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>• Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> </ul> |                                 |                                                                                                                                                                                                                                                               |

**LANGUAGE ARTS CURRICULUM**  
**English 12: Written and Oral Communication**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12.<br><b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                               | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| <ul style="list-style-type: none"> <li>• <b>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</b></li> <li>• <b>Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</b></li> </ul>                                                   |                                 |                             |
| <b>Persuade listeners about judgments and opinions of works read, written and viewed.</b><br>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <b>SL.11-12. 1.d</b>                                                                                                      |                                 |                             |
| <b>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12. 2</b>                                                                                                                                                                                                |                                 |                             |
| Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <b>SL.11-12. 3</b>                                                                                                                                                                                                                                                                                                  |                                 |                             |
| Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks <b>SL 11-12..4</b> <ul style="list-style-type: none"> <li>• Use oral language with clarity, voice and fluency to communicate a message.</li> </ul> |                                 |                             |
| Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <b>SL.11-12. 5</b>                                                                                                                                                                                                                                                                          |                                 |                             |
| Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. <b>SL.11-12. 6</b>                                                                                                                                                                                                                                                                                                                                                            |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
**English 12: Language**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Instructional Strategies</b>                                                                                                                                                                                                                                                                                                                      | <b>Evidence of Learning</b>                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Demonstrate proficient use of proper mechanics, usage and spelling skills. (<a href="#">See Appendix H: Grammar Articulation</a>)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
| <b>Conventions of Standard English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking with a focus on: L.11-12.1 <ul style="list-style-type: none"> <li>• Applying the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>• Resolving issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</li> <li>• Read, listen to, and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.</li> <li>• Recognize and understand variations between language patterns with a focus on <b>tone, syntax, and diction</b>.</li> <li>• Evaluate the impact of language as related to <a href="#">audience</a> and purpose.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Writing <u>mini-lessons</u></li> <li>• Note-taking</li> <li>• <u>Process writing</u></li> <li>• <u>Graphic organizers</u></li> <li>• <u>Guided writing lessons</u></li> <li>• <u>Collaborative writing</u></li> <li>• Shared writing</li> <li>• Focused peer editing</li> </ul> | <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Writing drafts</li> <li>• Timed writing</li> <li>• Multimedia presentations</li> <li>• <u>CFA</u>s</li> <li>• Various compositions</li> </ul> |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing with a focus on: L.11-12.2 <ul style="list-style-type: none"> <li>• <b>Observing hyphenation conventions.</b></li> <li>• Spelling correctly.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Peer/teacher conferences</li> <li>• Model texts</li> <li>• Sharing of student writing</li> </ul>                                                                                                                                                                                                            |                                                                                                                                                                                                                      |
| <b>Knowledge of Language</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                      |
| <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3</b> <ul style="list-style-type: none"> <li>• <b>Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Multimedia presentations</li> </ul>                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                      |

**LANGUAGE ARTS CURRICULUM**  
**English 12: Language**

| <b>Grade Level Expectations</b><br>(These are based upon the Common Core State Standards for English Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| <b>Vocabulary Acquisition and Use</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                             |
| <p>. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies with a focus on: L.11-12.4</p> <ul style="list-style-type: none"> <li>• Using context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Identifying and correctly using patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>• Consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>• Verifying the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> |                                 |                             |
| <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings with a focus on: L.11-12.5</p> <ul style="list-style-type: none"> <li>• Interpreting figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>• Analyzing nuances in the meaning of words with similar denotations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |                             |
| <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.11-12.6</p> <ul style="list-style-type: none"> <li>• Develop vocabulary through listening, speaking, reading and writing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                             |

**LANGUAGE ARTS CURRICULUM**  
**English 12: Resources**

**RL.11-12.10./ RI.11-12.10** By the end of grade 12, read and comprehend literary nonfiction and literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiency.

The following resources are available for use with a whole class or in small groups.

Suggested use according to reading level

E (Easy): Texts that have a lexile range at or slightly below grade level, appropriate for standard and up

M (Medium) Texts that have a lexile range at or slightly above grade level, appropriate for advanced and up

D (Difficult) Texts that have a lexile range significantly above grade level, appropriate for honors

**Vocabulary texts:**

*Advanced Word Power* (Townsend Press)

**Writing and usage texts:**

*Write for College*

*A Writer's Reference* – Diana Hacker

**Anthologies:**

*The Norton Introduction to Literature*

*Major British Writers* (Harcourt, Brace & Jovanovich)

*Adventures in English Literature* (Harrison)

*Interpreting Poetry: Classic and Contemporary*

*Sound and Sense: An Introduction to Poetry* (Perrine & Arp)

*Literature and Language: English and World Literature*  
(Macdougall . Littell)

**Short Works:**

“Astronaut”, Wally Lamb

“Beauty: When the Other Dancer is the Self”, Alice Walker

“The Body”, Stephen King

“In Search of Zora”, Alice Walker

“Last Rung of the Ladder”, Stephen King

“Louisa, Please Come Home”, Shirley Jackson

“The Rocking Horse Winner”, DH Lawrence

“Shooting an Elephant”, George Orwell

“Train to Rhodesia”, Doris Lessing



## **LANGUAGE ARTS CURRICULUM**

### **English 12: Resources**

#### **Fiction, drama and nonfiction:**

*Angela's Ashes*, Frank McCourt (M)  
*Antigone*, Sophocles (D)  
*Beowulf* (M)  
*The Canterbury Tales*, Geoffrey Chaucer (M)  
*The Color of Water*, James McBride (E)  
*Cry, the Beloved Country*, Alan Paton (M)  
*David Copperfield*, Charles Dickens (M)  
*The Dubliners*, James Joyce (D)  
*Their Eyes Were Watching God*, Zora Neale Hurston (M)  
*Emma*, Jane Austen (D)  
*Frankenstein*, Mary Shelley (M)  
*Gulliver's Travels*, Jonathan Swift (E)  
*The Glass Castle: A Memoir* by Jeannette Walls (E)  
*A Doll House*, Henrik Ibsen  
*Hamlet*, William Shakespeare (M)  
*Heart of Darkness*, Joseph Conrad (D)  
*Hedda Gabler*, Henrik Ibsen (M)  
*The Hobbit*, J.R. Tolkien (E)  
*The Inferno*, Dante Alighieri (D)  
*Jane Eyre*, Charlotte Bronte (M)  
*King Lear*, William Shakespeare (D)  
*The Kite Runner*, Khaled Hosseini (E)

*Life of Pi* , Yann Martel (E)  
*Lord of the Flies*, William Goldman (M)  
*My Sister's Keeper* , Jodi Picoult (E)  
*Nectar in a Sieve* , Kamala Markandaya (M)  
*Nemesis*, Agatha Christie (E)  
*1984*, George Orwell (M)  
*Neverwhere*, Neil Gaiman (E)  
*No Exit*, Jean-Paul Sartre (M)  
*Oedipus Rex*, Sophocles (M)  
*Once and Future King*, T.H. White (E)  
*The Perfect Storm*, Sebastian Junger (E)  
*The Poisonwood Bible* , Barbara Kingsolver (M)  
*A Portrait of the Artist as a Young Man*, James Joyce (D)  
*Purgatory*, Dante Alighieri (D)  
*Pygmalion*, George Bernard Shaw  
*Return of the Native*, Thomas Hardy (M)  
*Starting with I*, book of essays, teenagers (E)  
*The Stranger*, Albert Camus (M)  
*Tuesdays With Morrie* , Mitch Albom (E)  
*Things Fall Apart*, Chinua Achebe (M)  
*The Trial*, Franz Kafka (D)  
*Wuthering Heights*, Emily Bronte (D)

#### **Film:**

*Antigone*  
*Apocalypse Now*  
*Dead Poet's Society*  
*First Knight*  
*Frankenstein*  
*Hamlet*

*Jane Eyre*  
*The Joy That Kills*  
*Lord of the Flies*  
*A Man For All Seasons*  
*Oedipus the King*  
*Princess Bride*

*The Queen*  
*Sense and Sensibility*  
*The Shining*  
*The Sixth Sense*  
*A Thousand Acres*  
*The Village*

NOTE: R-rated films are shown only with parent consent, and in some cases, not in their entirety

**LANGUAGE ARTS CURRICULUM**  
**English 12: Matrix of Expectations**

**All** levels of this class share the grade level expectations. The following matrix is a breakdown of the scope and amount of typical writing and literary experiences as well as the shared benchmarks that all teachers of similar classes will implement.

|            |          | Major Topics, Themes, and Genres                                                                                                                                                                                                                                                                                  | Benchmarks and Other Shared Assessments                                                                                                                                                                    |
|------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literature | Standard | <b>Genres:</b> fiction, memoir, short story, essay, tragic drama<br><b>Themes:</b> The Power of Storytelling, Defining Self, and Chaos versus order                                                                                                                                                               | Students will read a minimum of 4 major works major works or collections . At least one of those books should be student-selected with class time given for reading.                                       |
|            | Advanced | <b>Genres:</b> speculative fiction, historical fiction, memoir, college-level literary criticism, college-level nonfiction, and classic tragedies. <b>Themes:</b> Chaos versus order, different definitions of evil, crime and punishment, fragmented worlds, and concepts of self-definition.                    | Students will read a minimum of 7 major works/collections including <i>Hamlet</i> and <i>Lord of The Flies</i> . At least one of those books should be student-selected with class time given for reading. |
|            | Honors   | <b>Genres:</b> romanticism, Victorian novel, realism, revenge tragedy, classic tragedy, existential literature, college-level literary criticism, approaches to literary criticism and non-fiction. <b>Themes:</b> power desire, and control, chaos versus order, fragmented worlds, crimes of passion.           | Students will read a minimum of 8 major works/collections including <i>Hamlet</i> and <i>Jane Eyre</i> . At least two of those books should be student-selected, independent reading.                      |
|            |          | Major Modes and Skills                                                                                                                                                                                                                                                                                            | Benchmarks and Other Shared Assessments                                                                                                                                                                    |
| Writing    | Standard | <b>Modes:</b> reflective writing, creative writing, compare/contrast, informal journaling, analytical writing. <b>Skills:</b> using standard written English and MLA format, developing theses; organizing information; analyzing information                                                                     | Literary analyses<br>Close reading analysis<br>Personal narrative/college essay<br>4-5 page Research paper                                                                                                 |
|            | Advanced | <b>Modes:</b> reflective writing, creative writing, literary criticism, analytical writing. <b>Skills:</b> using standard written English and MLA format, evaluating a variety of texts, developing theses, organizing information, analyzing information, and synthesizing information with in-depth commentary. | Literary analyses<br>Approach papers<br>Close reading analysis<br>Personal narrative/college essay<br>4-6 page Research paper                                                                              |
|            | Honors   | <b>Modes:</b> reflective writing, creative writing, literary criticism, analytical writing. <b>Skills:</b> using standard written English and MLA format, evaluating a variety of texts, developing theses, organizing information, analyzing information, and synthesizing information with in-depth commentary. | Literary analyses/Approach Papers<br>Close reading analysis<br>Timed writings<br>Dialectical Journal<br>Personal narrative/college essay<br>8-10 page research paper                                       |

***LANGUAGE ARTS CURRICULUM***  
***English 12: Matrix of Expectations***

|                       |          |                                                                                                                                                                   |
|-----------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       |          |                                                                                                                                                                   |
| Homework Expectations | Standard | 20-40 min/ assignment which may include, 15-30 pages reading with questions, vocabulary, graphic organizers, major writing assignments, studying for test or quiz |
|                       | Advanced | 45 -60 min/ assignment. Reading (50-100 pgs/wk) and writing every assignment; students are expected to manage long-term assignments independently.                |
|                       | Honors   | Independent reading (150+ pgs/week) and writing is expected every assignment; students are expected to manage long-term assignments independently.                |

***LANGUAGE ARTS CURRICULUM***  
***Journalism Course Descriptions***

**JOURNALISM I**

In this course, students will learn to read, write, and think critically. The course will provide students with opportunities to understand and practice print journalism. Students will focus on writing, layout, headline writing, publication, advertising, and copyediting. Contributing to the school newspaper and yearbook will provide students with authentic learning experiences in InDesign and other forms of technology. Students will earn Learning-Through-Service hours for the production of the high school's historical publication.

**JOURNALISM II**

In this course, students will advance their abilities to read, write, and think critically. The course will provide students with opportunities to develop a deeper understanding of print journalism and authentic application of publication skills. Students will focus on writing, photography, layout, headline writing, publication, advertising, and copy-editing. Contributing to the school newspaper and yearbook will provide students with authentic learning experiences in InDesign and other forms of technology. Students will also earn Learning-Through-Service hours for the production of the high school's historic publication.

## **LANGUAGE ARTS CURRICULUM**

### ***Journalism I and II: Reading and Responding***

#### **Objectives:**

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literacy, informational and persuasive texts in multimedia formats. Students use appropriate strategies before, during and after reading in order to construct a meaning. Students interpret, analyze and evaluate text in order to extend understanding and appreciation. Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. Students communicate with others to create interpretations of written, oral and visual texts. Students recognize and appreciate that contemporary and classical literature has shaped human thought. Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

#### **Essential Questions:**

What are the ways to improve production design for a particular publication?  
 How can an effective headline make or break a story?  
 In which ways does the quality of copyediting affect the quality of writing in a publication?  
 How might a basic mastery of layout and design be further improved by the use of software?  
 In terms of production, how does conventional print journalism differ from other forms of media?  
 When producing a trade publication, what other design elements must be taken into account to meet a successful deadline?  
 In broadcast journalism, how does the correlation between print and visual production contribute to a successful broadcast?  
 What elements must a publication take into account when soliciting and approving of advertisers?

| <b>Grade Level Expectations</b><br>(These are based upon the Connecticut Standards for Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.) | <b>Instructional Strategies</b>                                                                                                      | <b>Evidence of Learning</b>                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Forming a General Understanding</b>                                                                                                                                                                   |                                                                                                                                      |                                                                                                    |
| Independently activate prior knowledge, establish purposes for reading and adjust the purposes while reading                                                                                             | <ul style="list-style-type: none"> <li>• Mini- lessons</li> <li>• Teacher modeling</li> <li>• Teacher/student conferences</li> </ul> | <ul style="list-style-type: none"> <li>• Yearbooks Text</li> <li>• Yearbook Photographs</li> </ul> |
| Independently determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies                                                                              | <ul style="list-style-type: none"> <li>• <a href="#">Guided reading</a></li> </ul>                                                   | <ul style="list-style-type: none"> <li>• Yearbook Layouts</li> </ul>                               |
| Select and organize relevant information from text to summarize                                                                                                                                          | <ul style="list-style-type: none"> <li>• Small group discussions</li> </ul>                                                          | <ul style="list-style-type: none"> <li>• Newspaper Text</li> </ul>                                 |
| Make and justify <a href="#">inferences</a> from <a href="#">explicit</a> and or <a href="#">implicit</a> information.                                                                                   | <ul style="list-style-type: none"> <li>• Independent reading</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• Newspaper Photographs</li> </ul>                          |
| <b>Develop journalistic vocabulary through listening, speaking, reading and writing.</b>                                                                                                                 |                                                                                                                                      | <ul style="list-style-type: none"> <li>• Newspaper</li> </ul>                                      |

**LANGUAGE ARTS CURRICULUM**  
***Journalism I and II: Reading and Responding***

| <b>Grade Level Expectations</b><br>(These are based upon the Connecticut Standards for Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.) | <b>Instructional Strategies</b>                                                                                                                                                                                                                                                                                                                                                           | <b>Evidence of Learning</b>                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Use content vocabulary appropriately and accurately</b> (math, music, science, social studies, etc.).                                                                                                 | <ul style="list-style-type: none"> <li>• Shared reading</li> <li>• Sustained silent reading</li> <li>• Note taking</li> <li>• Journal responses</li> <li>• <a href="#">Flexible groupings</a></li> <li>• Written reading reflections</li> <li>• Multimedia presentation</li> <li>• Focused lectures</li> <li>• Guest speakers</li> <li>• Workshops</li> <li>• Yearbook ladders</li> </ul> | Layouts <ul style="list-style-type: none"> <li>• Multimedia presentations</li> </ul> |
| Identify, use and analyze <a href="#">text structures</a> .                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>Developing Interpretation</b>                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| Generate and respond to questions about the text.                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| Interpret information that is implied in a text.                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>Distinguish between fact and opinion.</b>                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| Respond to the ideas of others and recognize the validity of differing views..                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</b>                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| Choose a variety of <a href="#">genres</a> to read for personal enjoyment.                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>Persuade listeners about judgments and opinions of works read, written and viewed.</b>                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>Compare/contrast and evaluate ideas and issues across contemporary texts.</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| Create responses to texts and examine each work's contributions to an understanding of human experience across cultures.                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| Analyze and evaluate the basic beliefs, perspectives, <a href="#">biases</a> , and assumptions underlying an author's work.                                                                              |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>create responses to non-fiction texts and examine contributions to an understanding of human experience across cultures.</b>                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>Evaluate the effectiveness of the choices that reporters and photographers make.</b>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>Evaluate electronic and visual sources for accuracy and bias.</b>                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>Examining Content and Structure</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>Identify the various conventions within journalism and apply this understanding to the evaluation of non-fiction text</b>                                                                             |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| <b>Explain and explore their own and others' aesthetic reactions to texts</b>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
| Explain and explore their own and others' aesthetic reactions to texts.                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |

**LANGUAGE ARTS CURRICULUM**  
***Journalism I and II: Written and Oral Expression***

**Objectives:**

Students use descriptive, narrative, expository, and persuasive modes.  
 Students prepare, publish and/or present work appropriate to audience, purpose and task.  
 Students use knowledge of their language and culture to improve competency in English.  
 Students speak and write using standard language structures and diction appropriate to audience and task.  
 Students use standard English for composing and revising written text.

| Grade Level Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                  | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Evidence of Learning                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use the appropriate features of <b>expository</b> writing with a focus on: <ul style="list-style-type: none"> <li>checking for coherence</li> <li>implementing effective topic sentences</li> <li>using a variety of appropriate introduction and conclusion format</li> <li>adding <b>elaboration</b> in body paragraphs with relevant textual evidence, details and examples</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Mini- lessons</li> <li>Teacher modeling</li> <li>Teacher/student conferences</li> <li><b>Guided reading</b></li> <li>Small group discussions</li> <li>Independent reading</li> <li>Shared reading</li> <li>Sustained silent reading</li> <li>Note taking</li> <li>Journal responses</li> <li><b>Flexible groupings</b></li> <li>Written reading reflections</li> <li>Multimedia presentation</li> <li>Focused lectures</li> <li>Guest speakers</li> <li>Workshops</li> <li>Yearbook ladders</li> </ul> | <ul style="list-style-type: none"> <li>Yearbooks Text</li> <li>Yearbook Photographs</li> <li>Yearbook Layouts</li> <li>Newspaper Text</li> <li>Newspaper Photographs</li> <li>Newspaper Layouts</li> <li>Multimedia presentations</li> </ul> |
| Determine purpose and <b>audience</b> , and choose an appropriate written, and/or visual format.                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                              |
| Apply the most effective processes to create and present a written and/ or visual piece.                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                              |
| Independently <b>revise</b> texts for organization, <b>elaboration</b> , <b>fluency</b> and clarity with a focus on: <ul style="list-style-type: none"> <li>writing topic sentences using key words or <b>synonyms</b> or ideas from the lead</li> <li>reordering the piece in a way appropriate for the <b>audience</b> and purpose</li> <li>using logical transitions between and within paragraphs to improve <b>fluency</b> and coherence.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                              |
| Independently research information from multiple sources for a specific purpose.                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                              |
| Independently evaluate the validity of primary and secondary sources of information to authenticate research.                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                              |
| Publish and/or present final products using InDesign.                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                              |

**LANGUAGE ARTS CURRICULUM**  
***Journalism I and II: Written and Oral Expression***

| Grade Level Expectations                                                                                                                        | Instructional Strategies | Evidence of Learning |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Recognize and understand variations between language patterns <u>with a focus on <a href="#">tone</a>, syntax, and <a href="#">diction</a>.</u> |                          |                      |
| Use sentence patterns typical of written language to produce text with a focus on improving clarity in phrases and clauses.                     |                          |                      |
| Evaluate the impact of language as related to <a href="#">audience</a> and purpose.                                                             |                          |                      |
| <b>Recognize the difference between <a href="#">standard</a> and nonstandard English and use language appropriately.</b>                        |                          |                      |
| <b>Demonstrate proficient use of proper mechanics, usage and spelling skills.</b>                                                               |                          |                      |
| <b>Use resources for proofreading and editing</b>                                                                                               |                          |                      |



## ***LANGUAGE ARTS CURRICULUM***

### ***Journalism I and II: Resources***

#### **Textbooks:**

*Journalism: Writing for Publication*

Herff-Jones' *Your Curriculum Series* (includes InDesign)

#### **Films:**

*Control Room*

*Edward R. Murrow DVD series*

*Good Night and Good Luck*

*All the President's Men* (including DVD extras of the history of Watergate)

*Shattered Glass*

#### ***Supplemental Materials:***

*Local newspapers*

*National Geographic*

*The Manual for Scholastic Newspaper*

*Associated Press Stylebook*

*Associated Press Guide to Punctuation*

*Associated Press Guide to News Writing*

*Various weekly periodicals*

Herff-Jones' *Ideas That Fly* series

**LANGUAGE ARTS CURRICULUM**  
**Journalism I and II: Matrix of Expectations**

**All levels of this class share the grade level expectations. The following matrix is a breakdown of the scope and amount of typical writing and literary experiences as well as the shared benchmarks that all teachers of similar classes will implement.**

| Major Topics, Themes, and Genres |               |                                                                                                                                                                                                                                                                                                                                                                  | Major Assessments                                                                                                                                                                 |
|----------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literature                       | Journalism I  | <b>Major Topics:</b> Basic publishing terms, differences between journalistic and academic writing, basic types of stories and coverage, interviewing, basic photography, reporting, First Amendment, basic theme planning, basic layout and InDesign skills.                                                                                                    | Students will read specific text lessons and assigned articles in reference to major topics. Some of those articles should be student-selected with class time given for reading. |
|                                  | Journalism II | <b>Major Topics:</b> Ladder and theme planning, designing publishing templates and spreads, advanced InDesign skills, copyediting, in-depth interviewing and finding stories techniques, advertising (both in and for the yearbook), photography and choosing photographs for publication.                                                                       | Students will read specific text lessons and assigned articles in reference to major topics. Some of those articles should be student-selected with class time given for reading. |
| Major Modes and Skills           |               |                                                                                                                                                                                                                                                                                                                                                                  | Major Assessments                                                                                                                                                                 |
| Writing                          | Journalism I  | <b>Modes:</b> descriptive, narrative, expository, and persuasive writing, and photographic reporting. <b>Skills:</b> using standard written English and Associated Press format, evaluating a variety of texts, developing news stories, organizing information, analyzing information, and synthesizing information with in-depth commentary.                   | Newspaper stories<br>Yearbook stories<br>Basic layout with stories and photographs<br>Photography essay                                                                           |
|                                  | Journalism II | <b>Modes:</b> descriptive, narrative, expository, and persuasive writing, and photographic reporting. <b>Skills:</b> using standard written English and Associated Press format, evaluating a variety of texts, developing news stories, developing theme, organizing information, analyzing information, and synthesizing information with in-depth commentary. | Newspaper stories<br>Yearbook stories<br>Theme packet<br>Advanced layout with stories and photographs<br>Photography essay                                                        |
| Homework Expectations            | Journalism I  | 30 -60 min/ week, depending on the publishing schedule; students are expected to manage long-term assignments independently, based on the publishing schedule.                                                                                                                                                                                                   |                                                                                                                                                                                   |
|                                  | Journalism II | 30 -60 min/ week, depending on the publishing schedule; students are expected to manage long-term assignments independently, based on the publishing schedule.                                                                                                                                                                                                   |                                                                                                                                                                                   |

***LANGUAGE ARTS CURRICULUM***  
***Film Studies Course Description***

**FILM STUDIES**

In this course, students will view films as texts for cinematic, dramatic, and literary elements. Contemporary and classic domestic films will be studied along with independent and international films. Some films may be viewed in their entirety while others will be viewed in a survey of film clips. Some directors, such as Hitchcock and Scorsese, will be studied in depth. Students in this course will be expected to participate in class discussions about film and submit written assignments regularly.

# LANGUAGE ARTS CURRICULUM

## Film Studies: Viewing and Responding

### Objectives:

Students view, comprehend and respond in individual, literal, critical and evaluative ways to films.  
 Students use appropriate strategies before, during and after viewing in order to construct meaning.  
 Students interpret, analyze and evaluate films in order to extend understanding and appreciation.  
 Students select and apply strategies to facilitate recognition of cinematic elements and develop vocabulary in order to comprehend film.  
 Students communicate with others to create interpretations of film.  
 Students recognize and appreciate that contemporary and classic film has shaped human thought.  
 Students recognize that viewers and film makers are influenced by individual, social, cultural and historical contexts.

### Essential Questions:

How does a film differ from a book, and how is it similar?  
 Where would you put the camera and why?  
 How does a film manipulate its viewers?  
 How would you describe and evaluate a director's style?

| Grade Level Expectations<br>(These are based upon the Connecticut Standards for Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                | Instructional Strategies                                                                                                                                                                                                                                                                                                | Evidence of Learning                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Forming a General Understanding</b>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |
| With <u>limited guidance</u> activate prior knowledge, establish purposes for viewing and adjust the purposes while viewing.                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• <a href="#">Differentiated instruction</a></li> <li>• Mini- lessons</li> <li>• Teacher modeling</li> <li>• Teacher “Think Aloud”</li> <li>• Teacher/student conferences</li> <li>• Guided viewing</li> <li>• Small group discussions</li> <li>• Independent viewing</li> </ul> | <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Group discussions</li> <li>• Multimedia presentations</li> <li>• Comprehensive exams</li> <li>• Focused notes</li> <li>• Guided viewing responses</li> <li>• Debate</li> <li>• Creative Compositions</li> </ul> |
| <b>With limited guidance, determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies with a focus on:</b> <ul style="list-style-type: none"> <li>• clarifying confusion in film and text</li> <li>• identifying and describing the mood, <a href="#">tone</a> and character traits</li> </ul> |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |
| <b>With limited guidance draw conclusions and use evidence to substantiate them by using viewed texts.</b>                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |
| <b>Make and justify <a href="#">inferences</a> from <a href="#">explicit</a> and or <a href="#">implicit</a> information.</b>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |
| <b>Develop vocabulary through listening, speaking, viewing and writing.</b>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |
| Choose a variety of <a href="#">genres</a> to view for personal enjoyment.                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |

**LANGUAGE ARTS CURRICULUM**  
**Film Studies: Viewing and Responding**

| <b>Grade Level Expectations</b><br>(These are based upon the Connecticut Standards for Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.)                               | <b>Instructional Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Evidence of Learning</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>Developing Interpretation</b>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Shared viewing</li> <li>• Note taking</li> <li>• Written reflections</li> <li>• <a href="#">Book talks</a></li> <li>• <a href="#">Storyboarding</a></li> <li>• Collaborative group activities</li> <li>• Classroom debates</li> <li>• Multimedia presentation</li> <li>• <a href="#">Graphic organizers</a></li> <li>• Literature</li> <li>• Socratic seminars</li> <li>• Focused lectures</li> <li>• Field trips</li> <li>• Paraphrase</li> <li>• Guided Viewing Questions</li> <li>• Guest speakers</li> </ul> |                             |
| Generate and respond to questions about the film.                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| Interpret information that is implied in a film.                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Distinguish between fact and opinion.</b>                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| Make, support, and defend judgments about films.                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Discuss and respond to films by making film-to-self, film-to-film and film-to world connections.</b>                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| Choose a variety of <a href="#">genres</a> to view for personal enjoyment.                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Persuade listeners about judgments and opinions of viewed works.</b>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.</b>                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Compare/contrast and evaluate ideas, themes and/or issues across classic and contemporary films.</b>                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Create responses to films and examine each work's contributions to an understanding of human experience.</b>                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Analyze and evaluate the basic beliefs, perspectives, <a href="#">biases</a>, and assumptions underlying an film maker's work.</b>                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Evaluate the effectiveness of the choices that directors, cinematographers, editors and actors make to express political and social issues.</b>                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Examining Content and Structure</b>                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Identify the various conventions within a film <a href="#">genre</a> and apply this understanding to the evaluation of the film with a focus on:</b><br>a. generic conventions.<br>b. <a href="#">audience</a> to studio connection |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Identify cinematic techniques a film maker uses that contribute to the meaning and appeal of film.</b>                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Discuss how the experiences and culture of a film maker influences the film.</b>                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Develop and defend multiple responses to film using individual connections and relevant references.</b>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |
| <b>Develop a <a href="#">critical stance</a> and cite cinematic evidence to support the stance.</b>                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |

***LANGUAGE ARTS CURRICULUM***  
***Film Studies: Viewing and Responding***

| <b>Grade Level Expectations</b><br>(These are based upon the Connecticut Standards for Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.) | <b>Instructional Strategies</b> | <b>Evidence of Learning</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|
| <b>Interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in cinema.</b>                                                                                   |                                 |                             |
| <b>Explain and explore their own and others' aesthetic reactions to films</b>                                                                                                                            |                                 |                             |

## **LANGUAGE ARTS CURRICULUM**

### ***Film Studies: Resources***

#### **Anthologies:**

Lumet, Sidney. *Making Movies*. New York: Vintage Books, 1996. Print.

#### **Films:**

*The Movies Begin: A Treasury of Early Cinema 1894-1913*

*The Passion of Joan of Arc* (1928)

*It Happened One Night* (1934)*Citizen Kane* (1941)

*The Maltese Falcon* (1941)

*Casablanca* (1942)

*The Treasure of Sierra Madre* (1948)

*Singin' in the Rain* (1952)

*Shane* (1953)

*The Graduate* (1967)

*Strangers on a Train* (1951)

*North by Northwest* (1959)

*Psycho* (1960)

*The Hustler* (1961)

*The Godfather* (1972)

*That's Entertainment!* – 1974

*Taxi Driver* (1976)

*Do the Right Thing* (1989)

*Visions of Light* (1993)

*Lost in Translation* (2003)

**LANGUAGE ARTS CURRICULUM**  
***Film Studies: Matrix of Expectations***

The following matrix is a breakdown of the scope and amount of typical writing and literary experiences as well as the shared benchmarks that all teachers of similar classes will implement.

|                              | Major Topics, Themes, and Genres                                                                                                                                                                                                                                                                                              | Major Assessments                                                                                                            |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Literature</b>            | The Cinema of Attractions – Pre-narrative cinema (1894-1915)<br>Auteur Study: The Director as Author<br>The Studio System<br>Genre Study: Formula and Audience Expectations<br>Actor Study: Humphrey Bogart<br>Citizen Kane<br>Director Study: Hitchcock as Manipulator<br>The Godfather: Saving Hollywood<br>Modern Classics | Socratic Discussion after every film<br>Tests<br>Film Viewing Notes for every film (including those viewed outside of class) |
| <b>Homework Expectations</b> | Film Viewing Notes – Due after every film<br>Independent Viewing – Two films per month chosen within guidelines<br>Selected Readings                                                                                                                                                                                          |                                                                                                                              |



***LANGUAGE ARTS CURRICULUM***  
***Creative Writing Course Description***

**CREATIVE WRITING**

This Creative Writing is an academic elective. Creative Writing is open to juniors and seniors who would like an opportunity to write in a variety of creative forms: short stories, pieces of novels, personal narratives, poetry and/or plays. The class is run as a workshop at which students read their pieces to a supportive audience of other writers. Each student will create a portfolio of writing, submit something for publication (if he or she would like) and participate in creating a literary magazine.

## **LANGUAGE ARTS CURRICULUM**

### ***Creative Writing: Written Expression***

#### **Objectives:**

Students use descriptive, narrative, expository, persuasive and poetic modes.  
 Students prepare, publish and/or present work appropriate to audience, purpose and task.  
 Students write using standard language structures and diction appropriate to audience and task.  
 Students use standard English for composing and revising written text.

#### **Essential Questions:**

How do written stories mirror reality?  
 What are the challenges of re-writing?  
 What are the limits of written expression?

| Grade Level Expectations                                                                                                                     | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Evidence of Learning                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listen to or read a variety of <a href="#">genres</a> to use as models for writing in different modes.                                       | <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Teacher modeling</li> <li>• Writing <a href="#">mini-lessons</a></li> <li>• Note-taking</li> <li>• <a href="#">Process writing</a></li> <li>• Free-writes</li> <li>• <a href="#">Graphic organizers</a></li> <li>• Generating topics</li> <li>• <a href="#">Guided writing</a> lessons</li> <li>• <a href="#">Collaborative writing</a></li> <li>• Shared writing</li> <li>• School-wide <a href="#">Rubrics</a></li> <li>• Focused peer editing</li> <li>• Peer/teacher conferences</li> <li>• Model texts</li> <li>• Sharing of student writing</li> </ul> | <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Writing workshops</li> <li>• Writing drafts</li> <li>• Timed writing</li> <li>• Various compositions</li> </ul> |
| Determine purpose, <a href="#">point of view</a> and <a href="#">audience</a> , and choose an appropriate written format.                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Apply the most effective processes to create and present a written piece.                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Cooperatively <a href="#">revise</a> texts for organization, <a href="#">elaboration</a> , <a href="#">fluency</a> , coherency, and clarity. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Read, listen to, and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Use sentence patterns typical of spoken and written language to produce text with a focus on using logical order and transitions.            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Evaluate the impact of language as related to <a href="#">audience</a> and purpose.                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Recognize the difference between <a href="#">standard</a> and nonstandard English and use language appropriately.                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Publish and/or present final products in a myriad of ways, including the use of arts and technology.                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Demonstrate proficient use of proper mechanics, usage and spelling skills.                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Develop rich characters.                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Produce text that “shows” emotion or mental state rather than telling about it.                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
| Create effective and believable dialogue appropriate for the character and setting.                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |

***LANGUAGE ARTS CURRICULUM***  
***Creative Writing: Written Expression***

| Grade Level Expectations                                | Instructional Strategies | Evidence of Learning |
|---------------------------------------------------------|--------------------------|----------------------|
| Develop a cohesive and logical plot progression.        |                          |                      |
| Recognize and employ <a href="#">genre</a> conventions. |                          |                      |

***LANGUAGE ARTS CURRICULUM***  
***Creative Writing: Matrix of Expectations***

The following matrix is a breakdown of the scope and amount of typical writing and literary experiences as well as the shared benchmarks that all teachers of similar classes will implement.

| Major Topics                 |                                                                                                                                                                                                                     | Major Assessments                                                                |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                              | Developing Life-Like Characters<br>Creating Logical and Engaging Plots<br>Understanding the Nature and Importance of Conflict<br>Understanding Audience Needs<br>Creating Dialogue that Supports Plot and Character | Workshop Presentations<br>Workshop Critiques<br>Rough Drafts<br>Literary Journal |
| <b>Homework Expectations</b> | Three page drafts during each quarter<br>2-3 workshops each quarter (2-3 pages in length)                                                                                                                           |                                                                                  |

***LANGUAGE ARTS CURRICULUM***  
***English Workshop Course Description***

**ENGLISH WORKSHOP**

English workshop is an intensive semester-long course that improves student reading and writing abilities by engaging students in personalized literacy and writing instruction that is parallel with their primary English classes. Decoding words, reading comprehension, vocabulary acquisition, responding to text, and writing skills are emphasized. The instruction will connect to the primary texts presented in their English class. Additionally, companion texts will be drawn in to support student understanding. In addition, students will have the opportunity to work on reading and writing-related assignments from other courses in a guided environment that emphasizes metacognitive skills. Students are placed into English Workshop upon consideration of reading assessments, the recommendations of the classroom teacher, the basic skills coordinator, and the STAT team.

**LANGUAGE ARTS CURRICULUM**  
***English Workshop: Reading and Responding***

**Objectives:**

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literacy, informational and persuasive texts in multimedia formats. Students use appropriate strategies before, during and after reading in order to construct a meaning.

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Students communicate with others to create interpretations of written, oral and visual texts.

Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

**Enduring Understandings:**

Applying pre-reading, during reading and post-reading strategies improves comprehension of a text.

Effective readers work through difficult texts by employing a variety of techniques.

Reading is an active process.

Good readers do re-read.

Pre-writing, drafting and revising strategies lead to clear, organized, and thoughtful writing pieces.

New vocabulary can be acquired by purposeful study.

Performance in class is related to organization and studying.

**Essential Questions:** (Inquiry used to explore generalizations)

What is interfering with my ability to succeed in English class?

What can I do to figure out a word that I don't know?

What can I do if I read something but I don't understand it?

How can I use what I know to help me understand a text?

How can I improve my writing?

What helps me learn?

**LANGUAGE ARTS CURRICULUM**  
**English Workshop: Reading and Responding**

| <b>Course Expectations</b><br>(These are based upon the Connecticut Standards for Language Arts 9-12. Bold items represent the power standards that will be emphasized in this grade level.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Instructional Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Evidence of Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Forming a General Understanding</b></p> <p><b>Activate prior knowledge, establish purpose for reading and adjust the purposes while reading.</b></p> <p><b>Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</b></p> <p><b>Select and organize relevant information from the text to summarize.</b></p> <p>Identify, use, and analyze <a href="#">text structures</a>.</p> <p>Independently draw conclusions and use evidence to substantiate them by using texts heard, read, and viewed.</p> <p>Make and justify <a href="#">inferences</a> from <a href="#">explicit</a> and or <a href="#">implicit</a> information.</p> <p><b>Analyze the meaning of words and phrases in context</b></p> <p><b>Develop vocabulary through listening, speaking, reading and writing.</b></p> <p><b>Developing <a href="#">Interpretation</a></b></p> <p><b>Generate and respond to questions about the text.</b></p> <p><b>Interpret information that is implied in a text.</b></p> <p>Distinguish between fact and opinion.</p> <p>Make, support, and defend judgments about texts.</p> <p>Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.</p> <p><b>Identify and discuss the underlying theme or main idea in texts.</b></p> <p><b>Choose a variety of <a href="#">genres</a> to read for personal enjoyment.</b></p> <p>Persuade listeners about judgments and opinions of works read, written and viewed.</p> <p>Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.</p> <p>Analyze and evaluate the basic beliefs, perspectives, biases, and assumptions underlying an author's work.</p> | <ul style="list-style-type: none"> <li>• <a href="#">Differentiated instruction</a></li> <li>• Mini- lessons</li> <li>• Gradual release instructional design (explicit instruction&gt;modeling&gt;practiced&gt;independent application to new task)</li> <li>• Teacher modeling</li> <li>• Explicit instruction and practice of reading strategies</li> <li>• Explicit instruction related to <a href="#">CFA</a> skills according to grade level</li> <li>• Teacher “Think Aloud”</li> <li>• Teacher/student conferences</li> <li>• <a href="#">Guided reading</a></li> <li>• Small group discussions</li> <li>• Independent reading</li> <li>• Shared reading</li> <li>• Sustained silent reading</li> <li>• Note taking</li> <li>• Journal responses</li> <li>• <a href="#">Flexible groupings</a></li> <li>• Written reading reflections</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">CFA</a>(s) based on grade level benchmarks</li> <li>• <a href="#">CFA</a> re-mastery</li> <li>• Free-writes</li> <li>• Open-ended and multiple choice worksheets</li> <li>• Timed writing assignments</li> <li>• Quizzes</li> <li>• Writing assignments</li> <li>• Vocabulary charts and organizers</li> <li>• Discussion</li> <li>• Student writing</li> <li>• Student reflections</li> <li>• Pre-writing activities</li> </ul> |

**LANGUAGE ARTS CURRICULUM**  
**English Workshop: Reading and Responding**

| <b>Course Expectations</b><br>(These are based upon the Connecticut Standards for Language Arts 9-12. Bold items represent the power standards that will be emphasized in this grade level.) | <b>Instructional Strategies</b>                                                                                                                                                                                                                                                                                                                                   | <b>Evidence of Learning</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>Examining Content and Structure</b>                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Oral reading reflections</li> <li>• <a href="#">Interactive read aloud</a></li> <li>• <a href="#">Pair and Share</a></li> <li>• <a href="#">Book talks</a></li> <li>• Collaborative group activities</li> <li>• Use of graphic aids</li> <li>• Incidental and systematic multi-sensory vocabulary instruction</li> </ul> |                             |
| Identify literary techniques an author uses that contribute to the meaning and appeal of texts.                                                                                              |                                                                                                                                                                                                                                                                                                                                                                   |                             |
| Develop a <a href="#">critical stance</a> and cite <u>textual</u> evidence to support the stance.                                                                                            |                                                                                                                                                                                                                                                                                                                                                                   |                             |



# LANGUAGE ARTS CURRICULUM

## English Workshop: Written and Oral Expression

### Objectives:

Students use descriptive, narrative, expository, persuasive and poetic modes.  
 Students prepare, publish and/or present work appropriate to audience, purpose and task.  
 Students use knowledge of their language and culture to improve competency in English.  
 Students speak and write using standard language structures and diction appropriate to audience and task.  
 Students use standard English for composing and revising written text.

| Course Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Evidence of Learning                                                                                                                                                                |
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| Use oral language with clarity, <a href="#">voice</a> and <a href="#">fluency</a> to communicate a message.                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Gradual release instructional design (explicit instruction&gt;modeling &gt;practice&gt;independent application to new task)</li> <li>Oral presentations</li> <li>Teacher modeling</li> <li>Writing <a href="#">mini-lessons</a></li> <li>Note taking</li> <li><a href="#">Process writing</a></li> <li><a href="#">Free writes</a></li> <li><a href="#">Graphic organizers</a></li> <li>Generating topics</li> <li><a href="#">Guided writing</a> lessons</li> <li><a href="#">Collaborative writing</a></li> <li>Shared writing</li> <li>School-wide <a href="#">Rubrics</a></li> <li>Focused peer editing</li> <li>Peer / teacher conferences</li> </ul> | <ul style="list-style-type: none"> <li>Oral presentations</li> <li>Writing drafts</li> <li>Timed writing</li> <li>Multimedia presentations</li> <li><a href="#">CFAs</a></li> </ul> |
| Listen to or read a variety of <a href="#">genres</a> to use as models for writing in different modes.                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                     |
| Use the appropriate features of <a href="#">persuasive</a> , <a href="#">narrative</a> , <a href="#">expository</a> or creative writing with a focus on: <ol style="list-style-type: none"> <li>clarity</li> <li>support</li> <li><a href="#">fluency</a></li> </ol>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                     |
| Determine purpose, <a href="#">point of view</a> and <a href="#">audience</a> , and choose an appropriate written, oral or visual format.                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                     |
| Apply the most effective processes to create and present a written, oral or visual piece                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                     |
| Cooperatively <a href="#">revise</a> texts for organization, <a href="#">elaboration</a> , <a href="#">fluency</a> , coherency, and clarity with a focus on: <ul style="list-style-type: none"> <li>writing topic sentences using key words from the thesis</li> <li>reordering the argument in a way appropriate for the <a href="#">audience</a>, purpose, and thesis and</li> <li>using logical transitions between and within paragraphs to improve <a href="#">fluency</a> and coherence.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                     |
| Research information from multiple sources for a specific purpose.                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                     |
| Use sentence patterns typical of spoken and written language to produce text with a focus on improving clarity and eliminating clichés.                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                     |
| Evaluate the impact of language as related to <a href="#">audience</a> and purpose.                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                     |

**LANGUAGE ARTS CURRICULUM**  
***English Workshop: Written and Oral Expression***

| Course Expectations                                                                                                                   | Instructional Strategies                                                                           | Evidence of Learning |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------|
| Recognize the difference between <a href="#">standard</a> and nonstandard English and use language appropriately.                     | <ul style="list-style-type: none"><li>• Model texts</li><li>• Sharing of Student Writing</li></ul> |                      |
| Demonstrate proficient use of proper mechanics, usage and spelling skills.<br>(See <a href="#">Appendix H: Grammar Articulation</a> ) |                                                                                                    |                      |

## **LANGUAGE ARTS CURRICULUM**

### ***English Workshop: Resources***

The following resources are available for use with a whole class or in small groups.

#### **Texts:**

*Reader's Handbook*

*Writer's Inc.*

#### **Grade 9 Vocabulary texts:**

*Building Vocabulary Skills:* Townsend Press (E)

*Vocabulary for Achievement: Third Course* (D)

#### **Grade 9 Anthologies:**

*Literature Gold:* Prentice Hall

*Writer's Inc: A Student Handbook for Writing and Learning:* Write Source

*Man the Voyager*

*Man the Myth Maker*

*Mythology and You*

#### **Grade 10 Vocabulary texts:**

*Improving Vocabulary Skills:* Townsend Press (E)

*Vocabulary for Achievement: Fourth Course* (M)

#### **Grade 10 Anthologies:**

*Literature and Language: 10* McDougal Littell (E)

*Elements of Literature: Fourth Course* Holt, Reinhart, and Winston (M)

*Places I Never Meant to Be (short stories- teen issues/ censorship)-* Judy Blume

*No Easy Answers (short stories- teen issues)-* Donald Gallo

*Poetry by Doing*

*Short Stories: Characters in Conflict*

**LANGUAGE ARTS CURRICULUM**  
***Literacy Lab Course Description***

**LITERACY LAB**

Literacy Lab is a fast-paced semester course that improves student reading and writing abilities by engaging students in personalized literacy instruction. Decoding words, reading comprehension, vocabulary acquisition, responding to text, and writing skills are emphasized. As part of the personalized literacy program, students will participate in computer-based skill programs that will address specific reading needs. In order to develop a lifelong interest in reading, students will select appropriate high-interest materials and read them independently. In addition, students will have the opportunity to work on reading and writing-related assignments from other courses in a guided environment. Students are placed into Literacy Lab upon consideration of reading assessments and the recommendations of the classroom teacher and the basic skills coordinator.

## **LANGUAGE ARTS CURRICULUM**

### ***Literacy Lab: Reading and Responding***

#### **Objectives:**

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literacy, informational and persuasive texts in multimedia formats. Students use appropriate strategies before, during and after reading in order to construct a meaning.

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Students communicate with others to create interpretations of written, oral and visual texts.

Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

#### **Enduring Understandings:**

Applying pre-reading, during reading and post-reading strategies improves comprehension of a text.

Effective readers work through difficult texts by employing a variety of techniques.

One becomes a better reader by reading appropriately selected texts.

Reading is an active process.

Good readers do re-read.

Pre-writing, drafting and revising strategies lead to clear, organized, and thoughtful writing pieces

#### **Essential Questions:**

What is interfering with my ability to comprehend a text?

What can I do to figure out a word that I don't know?

What can I do if I read something but I don't understand it?

How can I use what I know to help me understand a text?

How can I improve my writing?

| <b>Course Expectations</b><br>(These are based upon the Connecticut Standards for Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.) | <b>Instructional Strategies</b>                                                                                                                                                                                                | <b>Evidence of Learning</b>                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Forming a General Understanding</b>                                                                                                                                                              | <ul style="list-style-type: none"> <li>• <a href="#">Differentiated instruction</a></li> <li>• Mini- lessons</li> <li>• Gradual release instructional design (explicit instruction &gt; modeling &gt; practice &gt;</li> </ul> | <ul style="list-style-type: none"> <li>• Active reading <a href="#">CFA</a>(s) and assignments</li> <li>• Summarizing <a href="#">CFA</a></li> </ul> |
| <b>Activate prior knowledge, establish purpose for reading and adjust the purposes while reading.</b>                                                                                               |                                                                                                                                                                                                                                |                                                                                                                                                      |
| <b>Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.</b>                                                                               |                                                                                                                                                                                                                                |                                                                                                                                                      |

**LANGUAGE ARTS CURRICULUM**  
***Literacy Lab: Reading and Responding***

| <b>Course Expectations</b><br>(These are based upon the Connecticut Standards for Language Arts 9-12. <b>Bold</b> items represent the power standards that will be emphasized in this grade level.) | <b>Instructional Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Evidence of Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Select and organize relevant information from the text to summarize.</b>                                                                                                                         | independent application to new task)<br><ul style="list-style-type: none"> <li>Teacher modeling</li> <li>Explicit instruction and practice of reading strategies</li> <li>Teacher “Think Aloud”</li> <li>Teacher/student conferences</li> <li><a href="#">Guided reading</a></li> <li>Small group discussions</li> <li>Independent reading</li> <li>Shared reading</li> <li>Sustained silent reading</li> <li>Note taking</li> <li>Journal responses</li> <li><a href="#">Flexible groupings</a></li> <li>Written reading reflections</li> <li>Oral reading reflections</li> <li><a href="#">Interactive read aloud</a></li> <li><a href="#">Pair and Share</a></li> <li><a href="#">Book talks</a></li> <li>Collaborative group activities</li> <li>Use of graphic aids</li> <li>Incidental and systematic multi-sensory vocabulary instruction</li> </ul> | <ul style="list-style-type: none"> <li>Multi-text responses</li> <li>Free-writes</li> <li>Inferences <a href="#">CFA</a>(s) and writing assignments</li> <li>Open-ended and multiple choice worksheets</li> <li>Timed writing assignments</li> <li>Multi-text responses</li> <li>Main Idea/Supporting Details <a href="#">CFA</a>(s)</li> <li>Context-clues <a href="#">CFA</a></li> <li>Quizzes</li> <li>Writing assignments</li> <li>Vocabulary charts and organizers</li> <li>Discussion</li> <li>Student writing</li> </ul> |
| Identify, use, and analyze <a href="#">text structures</a> .                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Independently draw conclusions and use evidence to substantiate them by using texts heard, read, and viewed.                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Make and justify <a href="#">inferences</a> from <a href="#">explicit</a> and or <a href="#">implicit</a> information.                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Analyze the meaning of words and phrases in context</b>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Develop vocabulary through listening, speaking, reading and writing.</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Developing <a href="#">Interpretation</a></b>                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Generate and respond to questions about the text.</b>                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Interpret information that is implied in a text.</b>                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Distinguish between fact and opinion.                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Make, support, and defend judgments about texts.                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Identify and discuss the underlying theme or main idea in texts.</b>                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Choose a variety of <a href="#">genres</a> to read for personal enjoyment.</b>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Persuade listeners about judgments and opinions of works read, written and viewed.                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Analyze and evaluate the basic beliefs, perspectives, biases, and assumptions underlying an author’s work.                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Examining Content and Structure</b>                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Identify literary techniques an author uses that contribute to the meaning and appeal of texts.                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Develop a <a href="#">critical stance</a> and cite <a href="#">textual</a> evidence to support the stance.                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## **LANGUAGE ARTS CURRICULUM**

### ***Literacy Lab: Written and Oral Expression***

#### **Objectives:**

Students use descriptive, narrative, expository, persuasive and poetic modes.  
 Students prepare, publish and/or present work appropriate to audience, purpose and task.  
 Students use knowledge of their language and culture to improve competency in English.  
 Students speak and write using standard language structures and diction appropriate to audience and task.  
 Students use standard English for composing and revising written text.

| Course Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Instructional Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evidence Of earning                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use oral language with clarity, <a href="#">voice</a> and <a href="#">fluency</a> to communicate a message.                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Gradual release instructional design (explicit instruction &gt; modeling &gt; practice &gt; independent application to new task)</li> <li>• Oral presentations</li> <li>• Teacher modeling</li> <li>• Writing <a href="#">mini-lessons</a></li> <li>• Note taking</li> <li>• <a href="#">Process writing</a></li> <li>• <a href="#">Free writes</a></li> <li>• <a href="#">Graphic organizers</a></li> <li>• Generating topics</li> <li>• <a href="#">Guided writing</a> lessons</li> <li>• <a href="#">Collaborative writing</a></li> <li>• Shared writing</li> <li>• School-wide <a href="#">Rubrics</a></li> <li>• Focused peer editing</li> <li>• Peer / teacher conferences</li> <li>• Model texts</li> </ul> | <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Writing drafts</li> <li>• Timed writing</li> <li>• Multimedia presentations</li> <li>• <a href="#">CFAs</a></li> </ul> |
| Listen to or read a variety of <a href="#">genres</a> to use as models for writing in different modes.                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |
| Use the appropriate features of <a href="#">persuasive</a> , <a href="#">narrative</a> , <a href="#">expository</a> or creative writing with a focus on: <ol style="list-style-type: none"> <li>a. clarity</li> <li>b. support</li> <li>c. <a href="#">fluency</a></li> </ol>                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |
| Determine purpose, <a href="#">point of view</a> and <a href="#">audience</a> , and choose an appropriate written, oral or visual format.                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |
| Apply the most effective processes to create and present a written, oral or visual piece                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |
| Cooperatively <a href="#">revise</a> texts for organization, <a href="#">elaboration</a> , <a href="#">fluency</a> , coherency, and clarity with a focus on: <ul style="list-style-type: none"> <li>• writing topic sentences using key words from the thesis</li> <li>• reordering the argument in a way appropriate for the <a href="#">audience</a>, purpose, and thesis and</li> <li>• using logical transitions between and within paragraphs to improve <a href="#">fluency</a> and coherence.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |
| Research information from multiple sources for a specific purpose.                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |
| Use sentence patterns typical of spoken and written language to produce text with a focus on improving clarity and eliminating clichés.                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |
| Evaluate the impact of language as related to <a href="#">audience</a> and purpose.                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |
| Recognize the difference between <a href="#">standard</a> and nonstandard English and use language appropriately.                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |

***LANGUAGE ARTS CURRICULUM***  
***Literacy Lab: Written and Oral Expression***

| Course Expectations                                                                                                                   | Instructional Strategies                                                     | Evidence Of earning |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------|
| Demonstrate proficient use of proper mechanics, usage and spelling skills.<br>(See <a href="#">Appendix H: Grammar Articulation</a> ) | <ul style="list-style-type: none"><li>• Sharing of Student Writing</li></ul> |                     |



## **LANGUAGE ARTS CURRICULUM**

### ***Literacy Lab: Resources***

The following resources are available for use with a whole class or in small groups.

#### **Texts:**

*Among the Hidden*- Maragaret Haddix Peterson  
*Applying Differentiation Strategies Handbook*  
*Critical Literacy: Figurative Language and Inferences*  
*English Teacher's Book of Instant Word Games*  
*Fascinating News Stories*  
*Flash Fiction Forward*  
*Great Short Stories: Quick Reads by Great Writers*  
*Micro Fiction: An Anthology of Fifty Really Short Stories*  
*Mnemonic Cartoons for Learning New SAT Words Word Powe Cartoons I*  
*Mnemonic Cartoons for Learning New SAT Words Word Powe Cartoons II*  
*New Sudden Fiction: Short Stories from America and Beyond*  
*Reader's Handbook*  
*Reading Smarter*  
*Real-Life Reading Activities for Grades 6-12*  
*Scholastic Action Magazine*  
*Succeeding: Overcoming the Odds*  
*The Life of.....Sample Set*  
*World's Shortest Stories*  
*Writer's Inc.*

#### **Computer Programs:**

Read Naturally  
Lexia

# LANGUAGE ARTS CURRICULUM

## High School English Classes at a Glance

### Appendix G

| Aspect                |          | Grade 9                                                                                                                                                                                                                                | Grade 10                                                                                                                                                                                                                                                                                                        | Grade 11                                                                                                                                                                                      | Grade 12                                                                                                                                                                                                   |
|-----------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literature            | Standard | Students will read a minimum of 4 major works/collections including <i>The Odyssey</i> . At least two of those books should be student-selected with class time given for reading.                                                     | Students will read a minimum of 4 major works/collections including <i>To Kill a Mockingbird</i> , <i>Macbeth</i> , and <i>Hunger Games</i> . At least two of those books should be student-selected with class time given for reading. Emphasis will be placed upon in-depth short story analysis.             | Students will read a minimum of 5 major works/collections including <i>The Catcher in the Rye</i> . At least one of those books should be student-selected with class time given for reading. | Students will read a minimum of 4 major works/collections including <i>Hamlet</i> . At least one of those books should be student-selected with class time given for reading.                              |
|                       | Advanced | Students will read a minimum of 5 major works/collections including <i>The Odyssey</i> , <i>Of Mice and Men</i> and a Shakespeare selection. At least two of those books should be student-selected with class time given for reading. | Students will read a minimum of 5 major works/collections including <i>To Kill a Mockingbird</i> , <i>Macbeth</i> , and <i>Fahrenheit 451</i> . At least one of those books should be student-selected with class time given for reading. Emphasis will be placed upon in-depth short story analysis.           | Students will read a minimum of 6 major works/collections including <i>The Catcher in the Rye</i> . At least one of those books should be student-selected with class time given for reading. | Students will read a minimum of 7 major works/collections including <i>Hamlet</i> and <i>Lord of the Flies</i> . At least one of those books should be student-selected with class time given for reading. |
|                       | Honors   | Students will read a minimum of 6 major works/collections including <i>The Odyssey</i> , <i>Of Mice and Men</i> and a Shakespeare selection. At least two of those books should be student-selected.                                   | Students will read a minimum of 6 major works/collections including <i>To Kill a Mockingbird</i> , <i>Macbeth</i> or <i>Othello</i> , and <i>Brave New World</i> or <i>Fahrenheit 451</i> . At least one of those books should be student-selected. Emphasis will be placed upon in-depth short story analysis. | Students will read a minimum of 8 major works/collections including <i>The Catcher in the Rye</i> and <i>The Adventures of Huckleberry Finn</i> .                                             | Students will read a minimum of 8 major works/collections including <i>Hamlet</i> and <i>Jane Eyre</i> . At least three of those books should be student-selected.                                         |
| Writing               | Standard | Reflective compositions<br>Literary analysis<br>1-2 page personal narrative<br>2 page research paper or project                                                                                                                        | Literary analyses<br>Multi-text responses<br>Creative response<br>2-3 page research paper or project                                                                                                                                                                                                            | Literary analyses<br>Close reading analysis<br>Personal essay<br>2-5 page research paper or project<br>SAT timed writing                                                                      | Literary analyses<br>Close reading analysis<br>Personal narrative/college essay<br>4-5 page research paper                                                                                                 |
|                       | Advanced | Reflective compositions<br>Literary analysis<br>2-3 page personal narrative<br>2-3 page research paper                                                                                                                                 | Literary analyses<br>Multi-text responses<br>Creative response<br>3-4 page research paper                                                                                                                                                                                                                       | Literary analyses<br>Close reading analysis<br>Personal essay<br>3-6 page research paper<br>SAT timed writing                                                                                 | Literary analyses<br>Close reading analysis<br>Timed writing<br>Personal narrative/college essay<br>4-6 page research paper                                                                                |
|                       | Honors   | Reflective compositions<br>Literary analysis<br>3-4 page personal narrative<br>3-5 page research paper                                                                                                                                 | Literary analyses<br>Multi-text responses<br>Creative response, including at least two poems<br>6-9 page research paper                                                                                                                                                                                         | Literary analyses<br>Close reading analysis<br>Creative writing, focus on voice<br>5-8 page research paper<br>Timed writing                                                                   | Literary analyses<br>Close reading analysis<br>Timed writings<br>Personal narrative/college essay<br>8-10 page research paper                                                                              |
| Homework Expectations | Standard | 20-30 min. per assignment, which may include 5-10 pages reading with questions, vocabulary, graphic organizers, prewriting or narrative writing, studying for test or quiz                                                             | 20-30 min. per assignment, which may include 10-15 pages reading with questions, vocabulary, graphic organizers, prewriting or narrative writing, studying for test or quiz                                                                                                                                     | 20-30 min. per assignment, which may include 10-15 pages reading with questions, vocabulary, graphic organizers, prewriting, narrative or literary writing, studying for test or quiz         | 20-30 min. per assignment which may include 20-30 pages reading with questions, vocabulary, graphic organizers, major writing assignments, studying for test or quiz                                       |
|                       | Advanced | 30-60 min. per assignment. Reading and writing every assignment; students are expected to manage long-term chunked assignments independently with reminders.                                                                           | 30-60 min. per assignment. Reading and writing every assignment; students are expected to manage long-term chunked assignments independently.                                                                                                                                                                   | 30 – 60 min. per assignment. Reading (30 pages) and writing every assignment; students are expected to manage long-term assignments independently.                                            | 45 -60 min/ assignment. Reading (50-100 pgs/wk) and writing every assignment; students are expected to manage long-term assignments independently.                                                         |
|                       | Honors   | Reading (30-40+ pages) and writing is expected every assignment; students are expected to manage long-term assignments independently.                                                                                                  | Reading (40-50+) and writing is expected every assignment; students are expected to manage long-term assignments independently.                                                                                                                                                                                 | Substantial reading (50+ pages) and writing is expected every assignment; students are expected to manage long-term assignments independently.                                                | Independent reading (150+ pgs/week) and writing is expected every assignment; students are expected to manage long-term assignments independently.                                                         |

**LANGUAGE ARTS CURRICULUM**  
**Grades 9-12: Grammar Articulation**

**Resource G**

**Skill Set: Grammar Articulation**

It is presumed that all Waterford students have learned most of the following specific elements. The check mark indicates that the specific element should be emphasized in that particular year. Grammar skills should also be reviewed and re-taught as needed.

| <b>Specific Element:</b>                                    | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> |
|-------------------------------------------------------------|----------|-----------|-----------|-----------|
| <i>Parts of Speech</i>                                      | ✓        | ✓         | ✓         | ✓         |
| <i>Punctuation</i>                                          | ✓        | ✓         | ✓         | ✓         |
| 1. End punctuation                                          | ✓        | ✓         |           |           |
| 2. Punctuating independent clauses                          |          | ✓         |           |           |
| 3. Commas in a series & commas to separate adjectives 1 & 2 | ✓        |           |           |           |
| 4. Commas after introductory phrases and clauses            |          | ✓         | ✓         | ✓         |
| 5. Commas to set off explanatory words & appositives        |          | ✓         | ✓         | ✓         |
| 6. Commas with nonrestrictive phrases & clauses             |          | ✓         | ✓         | ✓         |
| 7. Semicolon usage                                          |          | ✓         | ✓         | ✓         |
| 8. Colon usage                                              |          | ✓         | ✓         |           |
| 9. Hyphens and dashes                                       |          |           | ✓         |           |
| 10. Quotation marks with dialogue                           | ✓        |           |           |           |
| 11. Italics and quotation marks                             | ✓        | ✓         | ✓         | ✓         |

**LANGUAGE ARTS CURRICULUM**  
**Grades 9-12: Grammar Articulation**

**Resource G**

| Specific Element:                                 | 9 | 10 | 11 | 12 |
|---------------------------------------------------|---|----|----|----|
| <b><i>Mechanics</i></b>                           |   |    |    |    |
| 12. Capitalization                                | ✓ |    |    |    |
| 13. Plurals                                       | ✓ |    |    |    |
| 14. Numbers and abbreviations                     | ✓ | ✓  |    |    |
| 15. Commonly mistaken words                       | ✓ | ✓  | ✓  | ✓  |
| <b><i>Sentence Basics</i></b>                     |   |    |    |    |
| 16. Subjects and predicates                       | ✓ |    |    |    |
| 17. Phrases                                       | ✓ |    |    |    |
| 18. Clauses                                       | ✓ |    |    |    |
| 19. <a href="#">Pronoun</a> -antecedent agreement |   | ✓  | ✓  |    |
| <b><i>Sentence Problems</i></b>                   |   |    |    |    |
| 20. Comma splices and run-on sentences            | ✓ |    |    |    |
| 21. Fragments                                     | ✓ |    |    |    |
| 22. Misplaced and dangling modifiers              |   |    | ✓  |    |
| 23. Wordiness                                     |   |    | ✓  |    |
| 24. Unparallel construction                       |   | ✓  | ✓  |    |

**LANGUAGE ARTS CURRICULUM**  
**Grades 9-12: Grammar Articulation**

**Resource G**

| Specific Element:                                | 9 | 10 | 11 | 12 |
|--------------------------------------------------|---|----|----|----|
| 25. Shifts and verb tense                        | ✓ |    |    |    |
| 26. <a href="#">Pronoun</a> shifts/pronoun usage |   | ✓  | ✓  |    |
| <b>Word Choice</b>                               |   |    |    |    |
| 27. Active verbs                                 | ✓ | ✓  | ✓  | ✓  |
| 28. Jargon and pretentious language              |   |    | ✓  |    |
| 29. Slang and level of formality                 |   | ✓  |    |    |
| 30. Nonsexist language                           |   |    |    | ✓  |
| 31. Clichés and mixed figures of speech          |   |    |    | ✓  |
| 32. Passive <a href="#">voice</a>                | ✓ | ✓  | ✓  |    |

**LANGUAGE ARTS CURRICULUM**  
**Grades 9-12: Literary Concepts**

**Resource H**

**Skill Set: Literary Concepts**

The check mark indicates that the specific element should be emphasized in that particular year. Items that appear in multiple years are addressed with increasing complexity.

| <b>Specific Element:</b>                       | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> |
|------------------------------------------------|----------|-----------|-----------|-----------|
| 1. Plot                                        | ✓        | ✓         | ✓         | ✓         |
| 2. Conflict                                    | ✓        | ✓         | ✓         | ✓         |
| 3. Narration ( <a href="#">point of view</a> ) | ✓        | ✓         | ✓         | ✓         |
| 4. Character                                   | ✓        | ✓         | ✓         | ✓         |
| 5. Setting                                     | ✓        | ✓         | ✓         | ✓         |
| 6. Theme                                       | ✓        | ✓         | ✓         | ✓         |
| 7. Mood                                        | ✓        | ✓         | ✓         | ✓         |
| 8. Character traits                            |          | ✓         | ✓         | ✓         |
| 9. <a href="#">Imagery</a>                     |          | ✓         | ✓         | ✓         |
| 10. Symbolism                                  |          | ✓         | ✓         | ✓         |
| 11. Irony                                      |          |           | ✓         | ✓         |
| 12. <a href="#">Figurative language</a>        |          |           | ✓         | ✓         |
| 13. <a href="#">Tone</a>                       |          |           |           | ✓         |
| 14. <a href="#">Narrative</a> technique        |          |           |           | ✓         |

**LANGUAGE ARTS CURRICULUM**  
**Grades 9-12: Dimensions of Poetry**

**Resource I**

**Skill Set: Poetry**

The check mark indicates that the specific element should be emphasized in that particular year. Items that appear in multiple years are addressed with increasing complexity.

| <b>Specific Element:</b>                                     | <b>9</b> | <b>10</b>  | <b>11</b> | <b>12</b> |
|--------------------------------------------------------------|----------|------------|-----------|-----------|
| <b><i>Types of Poems</i></b>                                 |          |            |           |           |
| 1. Lyrical                                                   |          | ✓          | ✓         | ✓         |
| 2. <a href="#">Narrative</a>                                 | ✓        | ✓          | ✓         | ✓         |
| 3. Sonnet                                                    |          | ✓          |           | ✓         |
| 4. Ode                                                       |          |            |           | ✓         |
| 5. Blank verse                                               |          |            | ✓         | ✓         |
| 6. <a href="#">Free verse</a>                                | ✓        | ✓          | ✓         | ✓         |
| 7. Epic                                                      | ✓        |            |           | <b>AP</b> |
| 8. Dramatic monologue                                        |          |            |           | ✓         |
| 9. Elegy                                                     |          | ✓          |           |           |
| 10. Ballad                                                   |          | ✓          |           | ✓         |
| 11. Villanelle                                               |          | ✓          |           |           |
| <b><i>Structure</i></b>                                      |          |            |           |           |
| 12. Meter: general patterns                                  |          | ✓          |           |           |
| 13. Iambic                                                   | ✓        | ✓          |           |           |
| 14. Specific meters: Trochaic, Dactylic, Spondaic, Anapestic |          | <b>10H</b> |           |           |
| 15. Number of metric feet/Type of line                       |          | ✓          |           | ✓         |

**LANGUAGE ARTS CURRICULUM**  
**Grades 9-12: Dimensions of Poetry**

**Resource I**

| <b>Specific Element:</b>                                              | <b>9</b>  | <b>10</b> | <b>11</b> | <b>12</b> |
|-----------------------------------------------------------------------|-----------|-----------|-----------|-----------|
| 16. Number of lines/Type of stanza                                    | ✓         | ✓         | ✓         |           |
| 17. Other metric terms including <i>caesura</i> and <i>enjambment</i> | <b>9H</b> |           |           | ✓         |
| <b><i>Rhyme</i></b>                                                   |           |           |           |           |
| 18. End rhyme                                                         |           | ✓         | ✓         |           |
| 19. Internal rhyme                                                    |           | ✓         | ✓         |           |
| 20. Rhyme scheme                                                      | ✓         | ✓         | ✓         |           |
| 21. Masculine/ Feminine rhyme                                         |           | ✓         | ✓         |           |
| 22. Half rhyme                                                        | ✓         | ✓         | ✓         |           |
| 23. <a href="#">Assonance</a>                                         | ✓         | ✓         | ✓         | ✓         |
| 24. Consonance                                                        | ✓         | ✓         | ✓         | ✓         |
| 25. <a href="#">Alliteration</a>                                      | ✓         | ✓         | ✓         | ✓         |
| 26. <a href="#">Onomatopoeia</a>                                      | ✓         | ✓         | ✓         | ✓         |
| 27. Euphony                                                           |           |           | ✓         | ✓         |
| 28. Cacophony                                                         |           |           | ✓         | ✓         |
| 29. Synecdoche                                                        |           |           | ✓         | ✓         |
| 30. Metonymy                                                          |           |           | ✓         | ✓         |



## **LANGUAGE ARTS CURRICULUM**

### **General Language Arts Terms**

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**Alliteration** – the occurrence in a phrase or line of speech or writing of two or more words having the same initial sound, such as *Peter Peterson paid a poor piper a penny for a peck of potatoes*.

**Anchor Text** – class-wide texts used again and again by the teacher and students for the purposes of whole-group conversation and instruction.

**Antonym** – a word opposite in meaning to another. *Fast* is an antonym of *slow*.

**Assessment** – collecting data and gathering learning evidence regarding the appropriation of knowledge.

**Assonance** – resemblance in sound, especially in the vowel sounds of words, such as the same ‘u’ sound in *Do you like blue?*

**Audience** – the target group for a message, the target group can be an audience for a speaker or a written piece by an author.

**Author’s Craft** – the decisions an author makes about elements and devices, and their effect on the written piece. Some examples include: idioms, alliteration, similes, personification, etc.

**Cinquain** – a short poem consisting of five, usually unrhymed lines containing, respectively, two, four, six, eight, and two syllables.

**Closed Syllable** – a syllable ending in a consonant. The vowel has a short vowel sound, as in the word *bat*.

**Comparative** – the function of an adverb or adjective that is used to indicate degrees of superiority or inferiority in quality, quantity, or intensity; comparative adjectives use ‘-er’ or ‘more’, such as *bigger* or *more beautiful*.

**Content-Specific Vocabulary** – vocabulary words contained in the content areas such as science, social studies, math, etc.

**Contextual Clues** – inferring the meaning of an unfamiliar word by analyzing the text surrounding it. Instruction in contextual analysis generally involves teaching students to use context clues from the passage in which the word appears.

**Conventions of Writing** – include spelling, punctuation, capitalization, grammar, and paragraphing. Writers use conventions to enhance the readability of a writing piece. Punctuation guides the reader through a paper, while paragraphing reinforces organization. At times, a writer may manipulate conventions for effect.

**Critical Stance** – the process of arriving at a judgment about the quality of a story or article.

**Declarative Sentence** – a sentence which states an idea. It does not give a command or request, nor does it ask a question.

**Diction** – the words that a writer or speaker chooses and the clarity with which a speaker pronounces words.

**Diphthongs** – types of vowels where two vowel sounds are connected in a continuous, gliding motion, such as *oi* and *oy*.

## **LANGUAGE ARTS CURRICULUM**

### ***General Language Arts Terms***

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**Double Negative** – the use of two negative terms in one phrase, such as *I do not want nothing*.

**Elaboration** – details and examples that clarify writing or speech, which allow the reader to reach a deeper understanding.

**Embedded Information and Technological Literacy** – skills related to information, media and technology across all content areas.

**Evidence of Learning** – assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. May be summative or formative.

**Explicit Evidence** – information clearly stated directly in the text.

**Expository Writing** – used to explain, describe, give information or inform. The creator of an expository text cannot assume that the reader or listener has prior knowledge or prior understanding of the topic that is being discussed.

**Figurative Language** – describing something by comparing it to something else, such as imagery, similes, metaphors, idioms, alliteration, personification, onomatopoeia, and hyperbole.

**First-Person Point of View** – when writing is told from the author’s point of view, in which *I* or *we* serves as the narrator.

**Fluency** – reading or writing clearly and easily, without hesitation and with comprehension; using language smoothly and effortlessly.

**Genre** – a class or category of literary work having a particular form, techniques, conventions, and context. Examples include: biography, narrative, expository, persuasive, fiction, nonfiction, poetry, etc.

**Grade Level Expectation (GLE)** – a description of what students should know at the end of a grade level.

**Grammar** – the system of rules by which words are formed and put together to make sentences and the rules for speaking or writing a particular language.

**Haiku** – a poem written in the form of Japanese verse, written in 17 syllables divided into 3 lines of 5, 7, and 5 syllables, and employing highly evocative allusions and comparisons, often on the subject of nature or one of the seasons.

**High-Frequency Words** – sometimes called sight-words, high-frequency words are the words that appear most often in printed materials. For example, the words *I*, *and*, *the* account for ten percent of all words in printed English.

**Homograph** – a word of the same written form as another but of different meaning and usually origin, whether pronounced the same way or not, as *bear* “to carry; support” and *bear* “animal.”

**Homonym** – a word the same as another in sound and spelling but different in meaning, as *chase* “to pursue” and *chase* “to ornament metal.”

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## ***LANGUAGE ARTS CURRICULUM***

### ***General Language Arts Terms***

**Homophone** – a word pronounced the same as another but differing in meaning, whether spelled the same way or not, as *heir* and *air*.

**Hyperbole** – obvious and intentional exaggeration, such as *I could eat a million hamburgers right now*.

**Idiom** – an expression whose meaning is not predictable from a literal interpretation of a phrase, as *kick the bucket* or *hang one's head*, or from the general grammatical rules of a language, as *the table round* for *the round table*.

**Imagery** – the formation of mental images, figures, or likenesses of things, or of such images collectively.

**Imperative Sentence** – a sentence that gives advice or instructions or that expresses a request or command.

**Implicit Evidence** – information that is not clearly stated in a reading passage; readers use inferences and ‘reading between the lines’ to help them to understand implicit information.

**Inference** – a conclusion drawn or prediction made, by combining what one knows with information in a text.

**Inflection** – a change in the pitch or tone of voice when speaking.

**Inflectional Endings** – suffixes that create different forms of the same word, such as ‘-s’, ‘-es’, ‘-ed’, etc.

**Instructional Strategy** – specific processes that are purposefully selected and employed to maximize learning opportunities.

**Interjections** – words or phrases used to exclaim or protest or command.

**Interpretation** – a possible explanation of a text’s meaning.

**Interrogative Sentence** – a sentence that asks a direct question and is punctuated with a question mark at the end.

**Intonation** – the use of pitch, which is raising and lowering the voice while speaking.

**Irregular Verbs** – verbs that don’t follow the typical form for past or present tense form, such as *I swam yesterday* instead of *yesterday I swimmmed*.

**Key Literacy Component** – reading, writing, listening, speaking, viewing, and presenting across all content areas.

**Limerick** – a kind of humorous verse of five lines, in which the first, second, and fifth lines rhyme with each other, and the third and fourth lines, which are shorter, form a rhymed couplet.

**Linking Verb** – verbs that do not show action, instead the linking verb renames or describes the subject. For example, *The kitten looked happy*. The verb *looked* is used as a linking verb in the example sentence.

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### **General Language Arts Terms**

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**Literary Devices** – important aspects of an author’s style, such as personification, alliteration, hyperbole, idioms, metaphors, onomatopoeia, and similes.

**Metaphor** – a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance, such as *The inside of the car was a refrigerator.*

**Morphology** – the study of how morphemes are combined from words. A morpheme is the smallest unit of meaning in the language. The curriculum must include the study of base words, roots, and affixes.

**Narrative Writing** – tells a story or part of a story. Appears in and is not limited to novels, short stories, biographies, autobiographies, historical accounts, essays, poems, and plays.

**Onset** – the part of the syllable that precedes the vowel of a syllable, such as ‘d’ in *dog*.

**Onomatopoeia** – the formation of a word, as *cuckoo* or *boom*, associated with its corresponding sound.

**Open Syllable** – a syllable ending in a vowel. The vowel has a long vowel sound, as in the first syllable of *hotel*.

**Orthography** – the study that established correct spelling, including how letters are arranged. Another component includes the study of letters of the alphabet and how they occur sequentially in words. Orthographically regular words follow typical patterns for the letter and corresponding sound relationships.

**Personification** – the attribution of a personal nature or character to inanimate objects or abstract notions, such as a pencil that can speak.

**Persuasive Writing** – the author takes a position for or against an issue and writes to convince the reader to believe or do something.

**Phoneme** – the smallest phonetic unit in a language that carries meaning, as the ‘m’ in *mat* and the ‘b’ in *bat*.

**Phonemic Awareness** – the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced.

**Phonetic Approximation** – when words are written using letters the writer heard when pronouncing the word, regardless of the correct spelling of the word.

**Phonics** – a method of teaching reading and spelling based upon the phonetic interpretation of ordinary spelling.

**Plural Possessive Noun** – when a plural noun shows possession; when the plural ends in ‘s’, an apostrophe is added to show possession, such as *the two boys’ coat*; when the plural ends with an ‘s’, an ‘s’ is added, such as *the oxen’s wagon*.

**Poetry** – a piece of literature written in meter; verse.

## **LANGUAGE ARTS CURRICULUM**

### ***General Language Arts Terms***

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**Point of View** – the position of the narrator in relation to the story in a literary work.

**Pre-Reading Activities** – activities used to develop reading strategies that help students activate prior knowledge and set the purpose for reading.

**Pronoun** – any member of a small class of words found in many languages that are used as replacements or substitutes for nouns and noun phrases, and that have very general reference, as *I, you, he, this, who, what*. Pronouns are sometimes formally distinguished from nouns, as in English by the existence of special objective forms, as *him* for *he* or *me* for *I*, and by nonoccurrence with an article or adjective.

**Pronoun References** – the specific noun a pronoun refers to, such as *I left one of my purses in the car yesterday. This is the one I left in there.* ‘This’ in the second sentence refers to the ‘purse’ in the previous sentence.

**Prosody** – the appropriate use of phrasing and expression to convey meaning during oral reading.

**Quatrain** – a stanza or poem of four lines, usually with alternate rhymes.

**Reading Comprehension** – students will independently accomplish all before, during, and after comprehension grade-level expectations. Teachers will continue to spiral all previous grade-level expectations. Students will read, view, listen to, and write about a variety of fiction and nonfiction contemporary, classical, multicultural, and culturally relevant texts in all content areas. Teachers will be culturally responsive to students. Students will provide evidence from text to support all oral, written, and presented responses about text.

**Retell** – the process in which a reader describes what happened in a story.

**Revise** – to change a piece of writing in order to improve the clarity of ideas, organization, tone, etc.

**Rime** – the part of a syllable which consists of its vowel and any consonant, such as ‘og’ in *dog*.

**Rubric** – specific criteria used to establish guidelines for quality and/or to evaluate work.

**Running Records** – an assessment used to code, score, and analyze a child’s oral reading behaviors. They provide evidence of what a student knows about letter, sound, and word recognition to help them understand the text. In addition, running records helps teachers assess a student’s reading level and development of independent reading strategies as the student reads increasingly difficult texts. While a student reads a text, the teacher marks errors on the teacher copy of the text.

**Second-Person Point of View** – when an author tells the story to another character using *you, yours, yourself, you’re* and *your*, second person is the least commonly used point of view in fiction.

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### ***General Language Arts Terms***

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**Shape Poem** – a poem written in the shape of poem’s subject, such as a poem about a flower printed in the shape of a flower’s bloom.

**Simile** – the comparison of two unlike things using the words *like* or *as*, such as *The dog was black as night* or *The flower was as bright as the sun*.

**Singular Possessive Noun** – when a noun means only one and shows possession, typically be adding ‘s, such as *the girl’s dog*.

**Standard English** – the most widely accepted variety of American English, in which most educational and government texts are written; it represents correct usage in grammar, spelling, vocabulary, and punctuation.

**Structural Analysis** – the process of using familiar words parts (base words, prefixes, and suffixes) to determine the meaning of unfamiliar words.

**Style** – the manner in which an author expresses him/herself; typically evolves naturally over time, a combination of individual personality, an author’s reading choices, and to a certain extent, the decisions authors make consciously while writing.

**Summary** – a brief statement that contains the essential ideas of a longer passage or selection.

**Superlative** – of, pertaining to, or noting the highest degree of the comparison of adjectives and adverbs, as *smallest*, *best*, and *most carefully*, the superlative forms of *small*, *good*, and *carefully*.

**Synonym** – a word having the same or nearly the same meaning as another in the language, as *joyful*, *elated*, *glad*.

**Syntactical Clues** – the patterns or rules of word order in grammatical sentences, clauses, and phrases. Syntactical clues are hints based on grammatical rules that help a reader decode and comprehend a text.

**Synthesize** – to form by combining part or elements.

**\*TL – Technology Link** – in this curriculum, a component activity that requires students to use technology, such as a computer.

**Temporal Sequence** – in writing when events occur in sequence.

**Text** – all author-created materials in both print and non-print media.

**Text Features** – features included in text, primarily in nonfiction text. For the purpose of this strategy description, text features for nonfiction or informational text will include: table of contents, headings and subheadings, captions, photos and illustrations, diagrams, charts and graphs, bold and italicized text, glossary, index, and information boxes.

**Text Structure** – the organization patterns embedded in a text; common patterns are cause-effect, comparison-contrast, problem-solution, description, and sequence.

## ***LANGUAGE ARTS CURRICULUM***

### ***General Language Arts Terms***

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**Tone** – the author’s attitude toward the subject of his or her writing; tone can be serious, sarcastic, solemn, humorous, etc.

**Third-Person Point of View** – a form of writing in which an author relates all action in third person, using third person pronouns such as *he*, *she*, *it*, or *them*. This is also known as the third-person objective point of view. Two examples of writing told from third person point of view are: *Congress should reconsider its recent vote on maternity leave* and *A more objective discussion may lead to a different decision*.

**Transition Words** – words or phrases or techniques that help bring two ideas together, such as *and*, *but*, *consequently*, *in addition*, and *also*.

**Visualize** – to picture mentally objects or events presented in text.

**Voice** – the distinctive perspective from which a writer expresses his or her ideas and feelings.

**Vowel Teams** – two vowels that are adjacent which create one sound, such as ‘ea’, ‘ai’, etc.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies***

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**Anticipation Guide** – developed by J.E. Readence in 1986, anticipation guides are a strategy used to assess a reader’s knowledge about a topic before beginning a reading lesson. Students make predictions based upon prior knowledge and evaluate those predictions after exposure to new information. When teachers link new information to the student’s prior knowledge, they activate the student’s interest and curiosity, and infuse instruction with a sense of purpose. Prior knowledge is a powerful resource students use to understand text. Research indicates that students with prior knowledge of particular topics remembers more information than do students with little or no prior knowledge. (Kujawa and Huske, 1995).

**Author’s Chair** – is the final step in the writing process. A special time and place is allotted to writers who wish to share their final products with an audience. Because the writing has already gone through revising and editing based on constructive criticism, author’s chair is an opportunity for the writer to receive positive feedback from their classmates. The student in the author’s chair reads aloud a selected piece of text or a piece of their own writing. Peers then have an opportunity to respond to what is read aloud.

**Balanced Comprehensive Literacy Instruction** – a recommended framework of instruction including teacher-directed whole-group lessons, followed by the following components: 1) student-facilitated group work and practice/routines; teacher-guided small-group instruction; independent student work; 2) teacher-facilitated whole-group reflection and goal setting. Ongoing assessment occurs throughout the model to guide instruction.

**Book Talks** – during books talks, students discuss with classmates books they have read, heard, or “discovered.” Teachers and students briefly share high-interest books on a regular basis. This is a great way to begin reading workshop as it introduces students to new authors and genres. Listening and contributing to book talks improves reading interest and provides a purpose for reading.

**Buddy Reading** – when a more highly skilled reader is paired with a less-skilled student. The better readers helps the other reader as they read the book together. The readers can take turns reading or read the words together. The better reader can help with pronunciation, the meaning of words, and understanding the story. The readers can ask questions while they read and the buddy can give clues when the student reader gets stuck on a word.

**Chapter Tour** – a pre-reading strategy used to preview text.

**Choral Reading** – sometimes referred to as unison reading. The whole class reads the same text aloud. Usually the teacher sets the pace. Choral reading helps with the ability to read sight words and builds fluency.

**Cloze Practice** – practice where a portion of text has some words removed, perhaps every fourth or fifth word. Readers typically select from three or four words choices to replace the omitted word. Readers consider sentence context and vocabulary knowledge when selecting the replacement word.



## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies***

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**Collaborative Writing** – when writers confer with one another during the writing process, such as a writer brainstorming with other writers during the planning stages of writing or requesting another writer to read and first draft and giving the author feedback; projects where written works are created by multiple people together rather than individually.

**Column Notes** – a note taking strategy where information is grouped according to its type, and then arranged in columns.

**Concept of Definition Map** – a diagram of a word’s meaning that includes what it is, what characterizes it, and what are examples of it.

**Context Clues** – context clues are the hints provided in text, which lead the reader to meanings of words. These clues can be found before, within, or after the sentence with the unfamiliar word.

**Cooperative Learning Activities** – a method of instruction that has students working together in groups, usually with the goal of completing a specific task.

**Cueing System** – Ken Goodman (1967) proposed the existence of three ‘cueing systems’ that regulate literacy development. These cueing systems are the graphophonemic cueing system, the semantic cueing system, and the syntactic cueing system, related to the linguistic domains of phonetics (Does it look like print?), semantics (Does it make sense?), and syntax (Does it sound correct semantically?) respectively. The ‘graph’ portion of the ‘graphophonemic’ system referred to the graphic input, i.e. the text. According to Goodman, these systems overlap and work in tandem when the reading process occurs.

**Differentiated Instruction** – a form of instruction that maximizes student learning by utilizing temporary, flexible, small student grouping. Students receive scaffolded, multi-level instruction across content, processes, and product that enables each student to be successful.

**Direct Reading-Thinking Activity (DRTA)** – a teaching strategy that guides student in making predictions about a text and then reading for confirm or refute their predictions.

**Echo Reading** – when a skilled reader reads a portion of text (sometimes just a sentence) while the less-skilled reader “tracks”. The less-skilled reader then imitates or “echoes” the skilled reader.

**Five-Finger Rule** – a strategy students can use to self-select books at an appropriate level of difficulty. Readers read a page from a book they select. Each time they come to a word they don’t know, they put up one finger. When they finish reading the page, they count the number of finger raised. 1 and 2 fingers raised equals an easy book; 3 fingers raised equals a ‘just right’ level of difficulty.

**Flexible Grouping** – instructional groups that change according to the skills or student need.

**Free Verse Poems** – a poem that does not rhyme, with the rhythm varying throughout the verses.

## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies***

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**Free Writes** – a pre-writing technique in which a student writes continuously for a set period of time without regard to spelling, grammar, or topic; technique for brainstorming and developing both a connection with one’s own voice and one’s own ability to put ideas on paper. This technique can help writers overcome self-criticism.

***Foundations Word Work*** – in the Waterford, CT elementary schools, grades K-3 will be using the *Foundations* reading materials. The Word Work portion of the lessons focus on phonetic skills.

**Graphic Organizers** – these are visual representations of information students have been exposed to during instruction. They can help students organize and classify ideas and communicate more effectively. Graphic organizers can be used to structure writing projects, to help in problem solving, decision make, studying, planning research, and brainstorming.

**Guided Imagery** – this technique can be used to help students capture specific details in their writing. It is particularly helpful in narrative and poetic writing. Students close their eyes while teachers guide them in focusing on sensory details by asking questions like: “What do you see, hear, smell, taste, and feel?” “Where are you?” “Who is with you?”

**Guided Reading** – a teaching technique in which the student reads, mostly silently, a carefully chosen book at their reading level. The teacher supports each reader’s development of effective strategies for processing texts. The teacher uses questions and comments to empower and enable a reader’s successful learning.

**Guided Writing** – a teaching component designed to teach a specific skill or strategy to the whole group, a small group, or individuals, and to give students practice in writing. The students do the writing, but are supported, as needed, by the teacher who provides instruction through min-lessons and conferences.

**Inquiry Circles** – a discussion format technique, similar to literature circles, but students select their own topic or question to explore.

**Inquiry Notebooks** – go to [resource](#).

**Instructional Read Alouds** – lessons where teachers read aloud mentor texts to their students to introduce or emphasize targeted reading and/or writing skills. For example, if a teacher is teaching her students the concept of ‘story sequence’, the read aloud text would have a strong sequence structure.

**Interactive Promethean Flip-Charts** – lessons teachers can develop on their Promethean Boards that allow students to interact with the lesson displayed.

**Interactive Reading** – the teacher reads aloud from a text and invites students to talk about the text during the reading, not just afterward. The teacher may also make their own thinking visible to the students while reading aloud.

## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies***

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**Interactive Writing** – during a Writer’s Workshop model of instruction, when writers solicit feedback about a written work from peers and their teacher; suggestions are given and the writer is able to decide whether to follow the advice or ignore it.

**Journal Writing** – in kindergarten, journal writing allows student to gain practice in writing. Teachers accept children’s approximations (temporary phonetic spelling) of spellings and praise the young writer’s efforts at writing. Students are encouraged to use written language for real purposes: phone messages, shopping lists, labels, and stories. Older students sometimes use journals as their primary means of completing the writing process and records their ideas for planning, drafts of their writing pieces, edit and revise these entries, etc.

**KWL Chart** – can be used before, during, and after reading about a topic. The KWL stand for the following: K = what you *know* about a specific topic; W = what you *want* to know/learn about a specific topic; L = what you *learned* from the lesson.

**List-Group Label** – used to activate prior knowledge, this strategy asks students to begin with a key word and then categorize and organize around these categories, using their background knowledge, eventually building new background knowledge.

**Literary Letters** – a writing activity that uses letters written by students to a teacher, or another student in order to examine or interpret aspects of a text. The purpose of these letters is to record the students’ thoughts and reactions to the reading. Students will explore the relevance of literature as well as author’s craft through these literary categories.

**Literature Circles** – a form of reading instruction where each individual is assigned a role to maximize student participation.

**Mentor Texts** – books or poems teachers read aloud to their students. The content of these works are particularly well-suited to teaching certain comprehension or writing skills and to highlight a specific aspect of the author’s writing (e.g. use of transition word or dialogue, building suspense or a setting). For example, if a teacher is introducing the concept of a ‘character’s voice’ to his/her students, the read-aloud text may be an especially strong example of an author’s voice.

**Mini-Lessons** – focused and strategic teaching lessons that offers intense direct instruction in a skill that the students will use immediately.

**Modeled Writing** – occurs during a Writer’s Workshop model of instruction when another author (can be a student or adult) shares or models a good example of writing to a student. Modeled writing can also be found in published mentor texts.

**Oral Word Work** – instruction presented orally to students for phonemic awareness instruction. Phonemic awareness can be accomplished ‘in the dark’, since this is an auditory skill without visual letters being presented.

## **LANGUAGE ARTS CURRICULUM**

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**Pair and Share** – students stop periodically during a read aloud or class discussion and share thoughts, reactions, and/or ideas with a partner. These exchanges should take place every 5-7 minutes and should last for only 20-30 seconds. The purpose of these exchanges is to help students increase accountability, grapple with new concepts, increase retention, and apply academic vocabulary immediately. Also referred to as *Turn and Talk*. (See [Revisit, Reflect, Retell](#) by Linda Hoyt).

**Possible Sentences** – students are given new vocabulary terms from a reading assignment and are asked to create sentences they believe are reasonable, possible uses of the words.

**Predictable Chart** – a chart of structured sentences written about a shared experience by the class, usually early elementary students. A predictable chart has a pattern (Hall & Williams, 2001). Using a predictable chart to teach students sentence structure and writing will increase confidence. In the beginning, the students are reading by memory, but as their understanding of words, phonemes, and sentence structure matures, they begin to show more mastery of early reading behaviors.

**Process Writing** – the [writing process](#) is cyclical in nature; includes planning, drafting, revising, editing, publishing and reflecting.

**Question-Answer Relationships (QAR)** – shown to increase comprehension, the QAR strategy helps students to define the four types of questions and most effective means of composing the corresponding answer.

**Question Webs** – go to [resource](#).

**Quick Writes** – the *Quick Write* is a literacy strategy that is designed to give students the opportunity to reflect upon their learning. This writing assignment can be used at the beginning, middle, or end of a lesson and takes only about three to five minutes. Short, open-ended statements are usually given. Students write quick responses to compelling, relevant poems and prose. These writing pieces can be used to explore genre, craft, and meaningful purposes for writing. (See [100 Quickwrites](#) by Linda Rief).

**Read Around the Text** – a series of six steps students follow to preview text.

**Reader's Theater** – involves children participating in oral reading through reading parts in scripts, with the emphasis mainly being an oral expression of the part. Because of the necessity of repeatedly reading the same script for practice, students have an opportunity to increase their reading fluency. While there are published Reader's Theater publication available for purchase, student can also create their own scripts, read them aloud, and perform the scripts for others, which brings enjoyment to both themselves and their audiences. Almost any story can be scripted for reader's theater, but some are easier and work better than others. In general, look for stories that are simple and lively, with lots of dialog or action, and with not too many scenes or characters.

**Reciprocal Teaching** – developed by Annemarie Sullivan Palincsar, reciprocal teaching refers to an instructional activity where the teacher and students take turns assuming the role of the teacher. Four reading strategies are usually the focus of reciprocal teaching: summarizing, question generating, clarifying, and predicting.

## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies***

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**Repeated Readings** – in repeated readings, children work on reading as they would on music: the continue working with each text until it is fluent. Repeated readings works best with readers who are full alphabetic, i.e., who know how to decode some words. Use a passage of 100 words or so at the instructional level. The text should be decodable, not predictable. The reader might select a favorite from among familiar books.

**Response Notebooks** – a journal where a reader writes reactions to text. Responses such as a reader’s opinions about characters, plot, theme, etc. can be recorded in a reading journal. Questions that arise during reading can also be recorded in the journal and can be addressed during a later discussion. Teachers sometimes write their responses to the student’s entry in the journal so the teacher and student can have an ongoing dialogue via the reading journal.

**Semantic Feature Analysis** – often used as a vocabulary strategy, students use a grid to explore how a set of vocabulary words are related to one another; draws on students’ prior knowledge and helps them to see connections, make predictions, and master important concepts.

**Shared Interactive Reading** – Elementary: children join in the reading of a big book or other enlarged text as guided by a teacher or other experienced reader. Shared reader is generally accomplished using an enlarged text that all children can see. Student interactivity is the distinguishing feature of Shared Reading versus Reading Aloud. Selected books must be suitable for students to join in the experience. During the reading, the teacher or another reader involves the children in reading together by pointing to or sliding below each word in the text. Middle school: students and teacher read a text together, the teacher taking the lead and the students following along and actively participating. It may involve the introduction and demonstration of new genres and strategies.

**Shared Interactive Writing** – Elementary: a teaching process where the teacher and students collaborate to write a text together, using a ‘shared pen’ technique that involves all children in the writing. Middle school: students and teacher compose a coherent text collaboratively, the teacher doing the writing while scaffolding the students’ language and ideas; often these texts become shared reading texts.

**Show, Don’t Tell Strategy** – to strengthen their writing and make it livelier, students learn to use action words to show how their characters feel.

**Six-Trait Scoring Guide for Writing** – a student-friendly scoring rubric based on the 6-Trait model of writing instruction.

**Sketch to Stretch** – an after-reading strategy that asks students to create a sketch related to their reading, which serves as a means for collecting thought and preparing for a discussion about the reading.

## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies***

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**Stop and Sketch** – technique based on the idea that reading and thinking are image-making. Students stop periodically during reading and/or discussions and sketch the images they see. This activity can also be used to learn or review vocabulary as well as a planning tool for writing.

**Storyboarding** – a type of graphic organizer that includes a series of illustrations or images displayed in sequence.

**Think-Alouds / Metacognitive Process** – Elementary: an activity where the ‘expert reader’ (the teacher) demonstrates for students the thinking that occurs as he/she constructs meaning from a text. Middle School: oral renderings that become an instructional strategy. Think Alouds permit us to get inside the reader’s head to understand how he/she uses the reading process to construct meaning. The think aloud strategy asks the teacher or student to say aloud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teacher or other students. Effective teachers think out loud on a regular basis to model this process for students.

**Turn and Talk** – see [Pair and Share](#).

**Visualizing** – creating visual images while reading, which helps readers comprehend more effectively.

**Vocabulary by Analogy with Word Walls** – students use morphemes (examples: *non-* , *-cracy*) to figure out the meaning of unknown words and make connections between words they know and new words; targets common root words, prefixes and suffixes.

**Word Sort** – students group words that are written on individual cards into different categories based on a specified criterion or contrast.

**Word Wall** – Elementary: vocabulary words that are posted in a classroom; words can be selected from student writing, classroom books, etc. Middle School: With Word Walls, teachers can help students develop reading and writing vocabularies, enhance content learning, and support struggling readers and English as second language students. This activity selects content words for vocabulary development that students do not know, but that are critical to the understanding of the content, and that will have ongoing meaning beyond the immediate topic of study. (See [http://curriculalessons.suite101.com/article.cfm/use\\_word\\_walls\\_in\\_middle\\_school](http://curriculalessons.suite101.com/article.cfm/use_word_walls_in_middle_school)).

**Word Work** – instruction that helps students to recognize, read, and spell words they may have never seen before and also helps them to understand the meaning of the words they read. Instruction emphasizes phonemic awareness, phonics, sight word vocabulary, spelling, and word meaning. Materials may include magnetic letters, white boards with dry erase markers, etc.

**Writer’s Notebook** – a notebook writers use to record their thoughts about the world around them. Some items students often record in their writer’s notebook include: colorful words and use of language heard of read somewhere such as a book, story titles that potentially could make a good story line, a good story title or poem. These ideas can be used at a later time to develop a story or poem.

## ***LANGUAGE ARTS CURRICULUM***

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**Writer's Workshop** – this instructional model can vary in its implementation, but typically includes the following components: daily structured writing time; the teacher provides explicit instruction and also writes in a writing journal; the teacher provides exposure to models of good writing through mentor texts; students select their own topics to write about; students are encouraged to be risk takers as they develop their own individual writing style; editing and revision is an integral part of the writing process; the classroom provides a community of writers to share and learn from one another.

**Writing Checklist** – a checklist that writers can use to edit and evaluate their writing.

**Writing Conventions** – includes spelling, punctuation, capitalization, grammar, and paragraphing. Writers use conventions to enhance the readability of a writing piece. Punctuation guides the reader through a paper, while paragraphing reinforces organization. At times, a writer may manipulate conventions for effect.

**Writing Templates** – graphic organizers that help students to draft a writing piece containing ideas generated during the planning stage.

**Written Conversations** – a variation of dialogue journaling and can be applied to both fiction and nonfiction texts. (See [http://www.weac.org/news\\_and\\_publications/education\\_news/2006-2007/readinginroom\\_written.aspx](http://www.weac.org/news_and_publications/education_news/2006-2007/readinginroom_written.aspx)).



## **LANGUAGE ARTS CURRICULUM**

### ***Evidence of Learning***

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**Benchmark Assessment** – an assessment given to students that drive instruction *and* provides a snapshot to the district on how it is doing.

**Common Formative Assessment (CFA)** – an assessment given to students that drives instruction.

**Degrees of Reading Power ® (DRP) Test** – test assesses a reader’s skill in using context clues and vocabulary knowledge; the cloze format is used where a portion of text has some words removed, perhaps every fourth or fifth word. Readers typically select from three or four word choices to replace the omitted word.

**Developmental Reading Assessment ® (DRA)** – an individual reading assessment designed to assess students’ reading performance in Grades K-8. Students are assessed on their reading accuracy, fluency, and comprehension skills.

**Informal Reading Assessment (IRA)** – an assessment that does not contain normed data such as percentile ranks, but instead are content and performance driven. Examples of this type of assessment include: Rigby Benchmark Reading Assessment, running records, and rubric scoring measures.

**Letter/Sound Identification Test** – assessment requiring students to say the names and corresponding sounds of the alphabet letters.

**Running Records** – assessments teachers use to code, score, and analyze a child’s oral reading behaviors. They provide evidence of what a student knows about letter, sound, and word recognition to help them understand the text. In addition, running records helps teachers assess a student’s reading level and development of independent reading strategies as the student reads increasingly difficult texts. While a student reads a text, the teacher marks errors on the teacher copy of the text. These can be used during reading instruction and are also part of the DRA and Rigby Benchmark assessments.

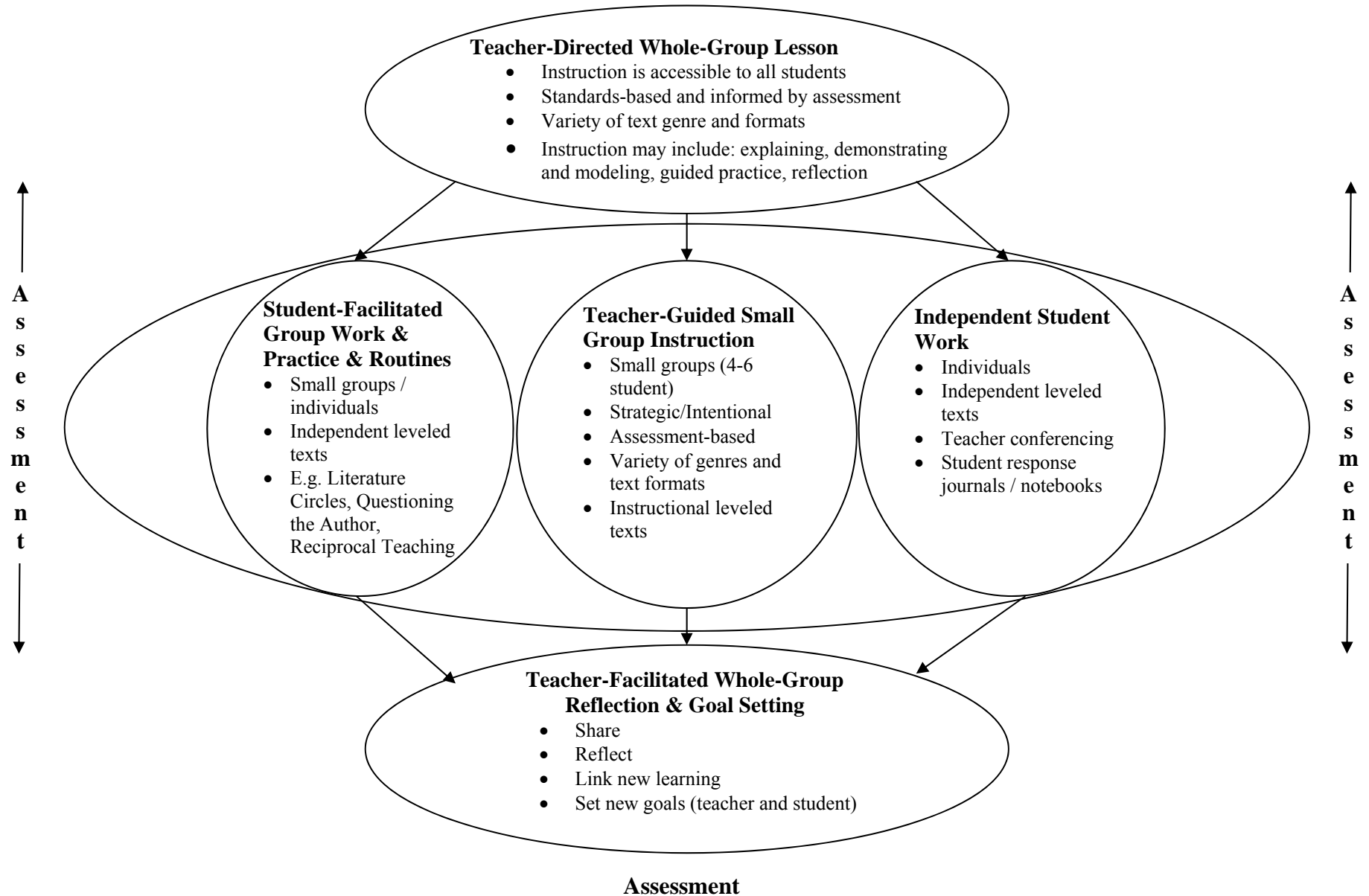
**Sentence Dictation Task** – this assessment is used to determine how well children are able to hear and write the sounds they hear in our language. Any sentence that has the variety of phonemes a teacher wishes to assess may be used. This is not a spelling test, instead children write the letters corresponding to the ‘sounds’ they hear. For example, full credit would be given to a student writing *gam* instead of *game* since the ‘e’ is not heard.

**Sight Word List** – also called high-frequency word list, these are the words that appear most often in printed materials. For example, the words *I*, *and*, and *the* account for ten percent of all words in printed English.



**LANGUAGE ARTS CURRICULUM**  
**Balanced Comprehensive Literacy Instruction**

**Assessment**



## ***LANGUAGE ARTS CURRICULUM***

### **The Writing Process**

When discussing aspects of the writing process, it is important to keep in mind that writing is a cyclical process as illustrated below. Writers begin at the planning stage and move forward or backward as needed to fulfill each writing assignment.



## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **ABC Poem**

A five line poem with the first letter in each line following an alphabetic pattern.

- Each line is a word or short phrase
- Pick any letter of the alphabet to begin the first line; the second line would begin with the next letter of the alphabet and so on.

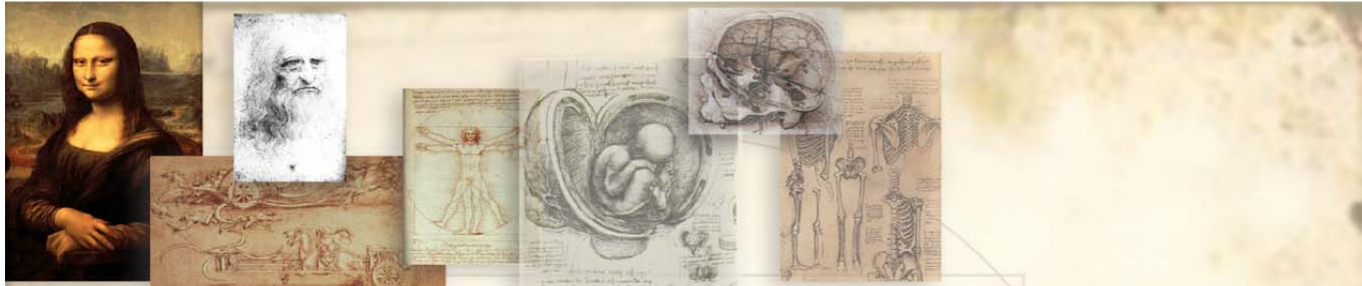
An example of an ABC Poem:

Alligator  
**B**uy  
Chewing Gum  
**D**uring  
Football Games

Source: [http://curriculalessons.suite101.com/article.cfm/poems\\_for\\_kids](http://curriculalessons.suite101.com/article.cfm/poems_for_kids)

*LANGUAGE ARTS CURRICULUM*  
*Instructional Strategies Resources*

Accountable Talk



## **Accountable Talk**

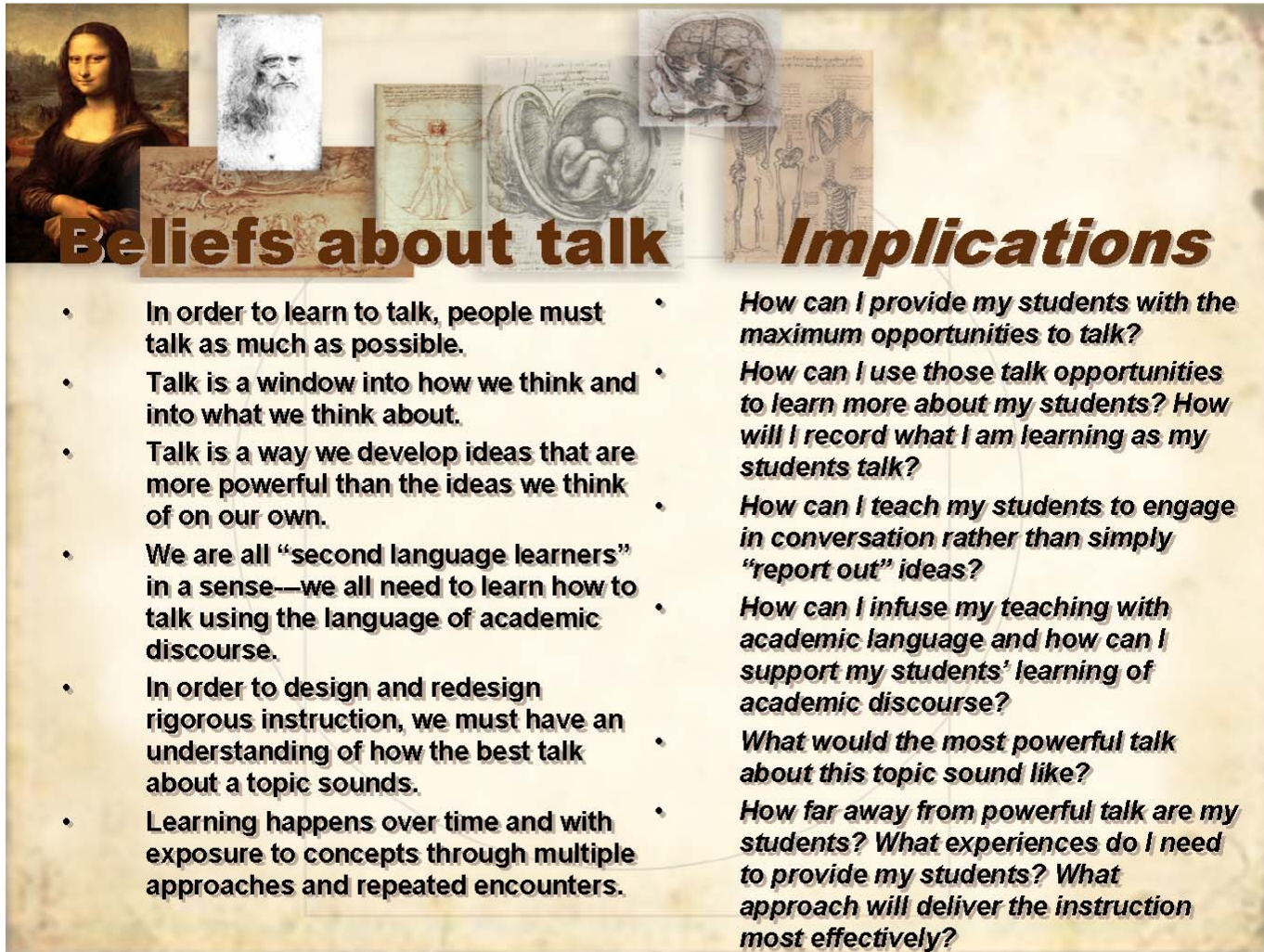
Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. For classroom talk to promote learning it must be:

- accountable to the learning community (accountable talk seriously responds to and further develops what others in the group have said)
- accountable to accurate and appropriate knowledge (using evidence that is relevant)
- accountable to rigorous thinking (are they really using their mind well)

# LANGUAGE ARTS CURRICULUM

## Instructional Strategies Resources

### Accountable Talk (continued)



## Beliefs about talk

- In order to learn to talk, people must talk as much as possible.
- Talk is a window into how we think and into what we think about.
- Talk is a way we develop ideas that are more powerful than the ideas we think of on our own.
- We are all “second language learners” in a sense—we all need to learn how to talk using the language of academic discourse.
- In order to design and redesign rigorous instruction, we must have an understanding of how the best talk about a topic sounds.
- Learning happens over time and with exposure to concepts through multiple approaches and repeated encounters.

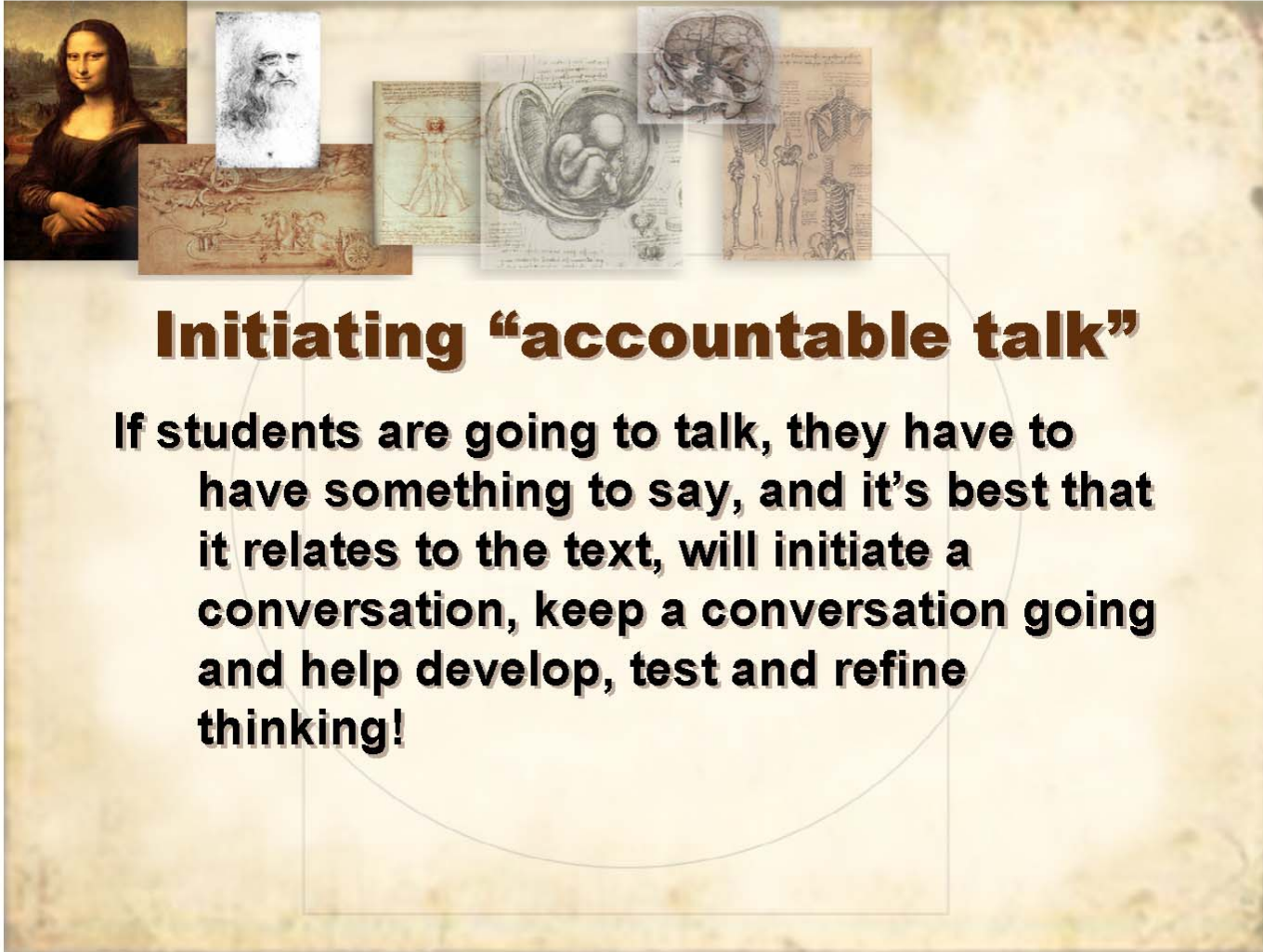
## Implications

- *How can I provide my students with the maximum opportunities to talk?*
- *How can I use those talk opportunities to learn more about my students? How will I record what I am learning as my students talk?*
- *How can I teach my students to engage in conversation rather than simply “report out” ideas?*
- *How can I infuse my teaching with academic language and how can I support my students’ learning of academic discourse?*
- *What would the most powerful talk about this topic sound like?*
- *How far away from powerful talk are my students? What experiences do I need to provide my students? What approach will deliver the instruction most effectively?*



*LANGUAGE ARTS CURRICULUM*  
*Instructional Strategies Resources*

Accountable Talk (continued)



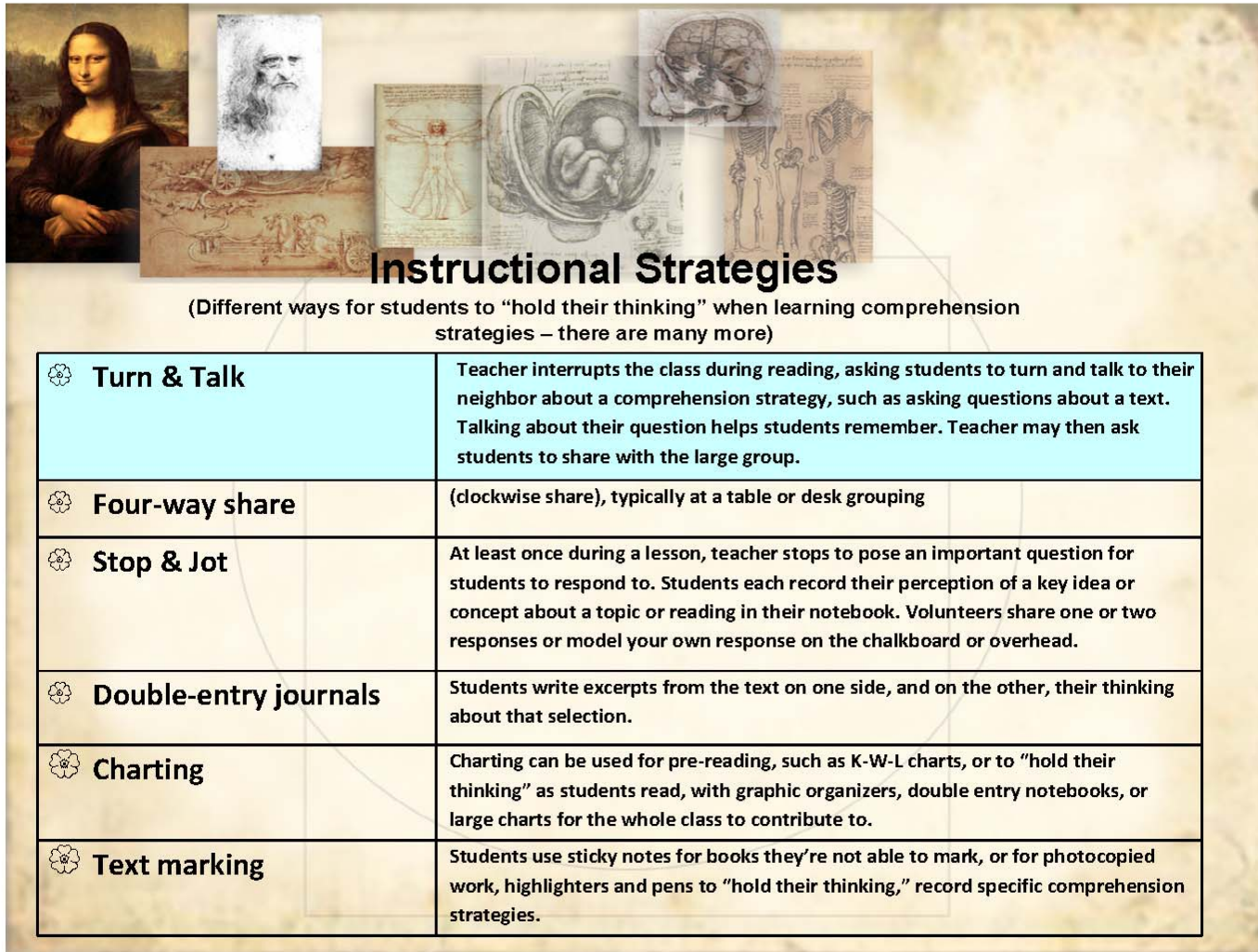
**Initiating “accountable talk”**







**If students are going to talk, they have to have something to say, and it’s best that it relates to the text, will initiate a conversation, keep a conversation going and help develop, test and refine thinking!**

# LANGUAGE ARTS CURRICULUM

## Instructional Strategies Resources

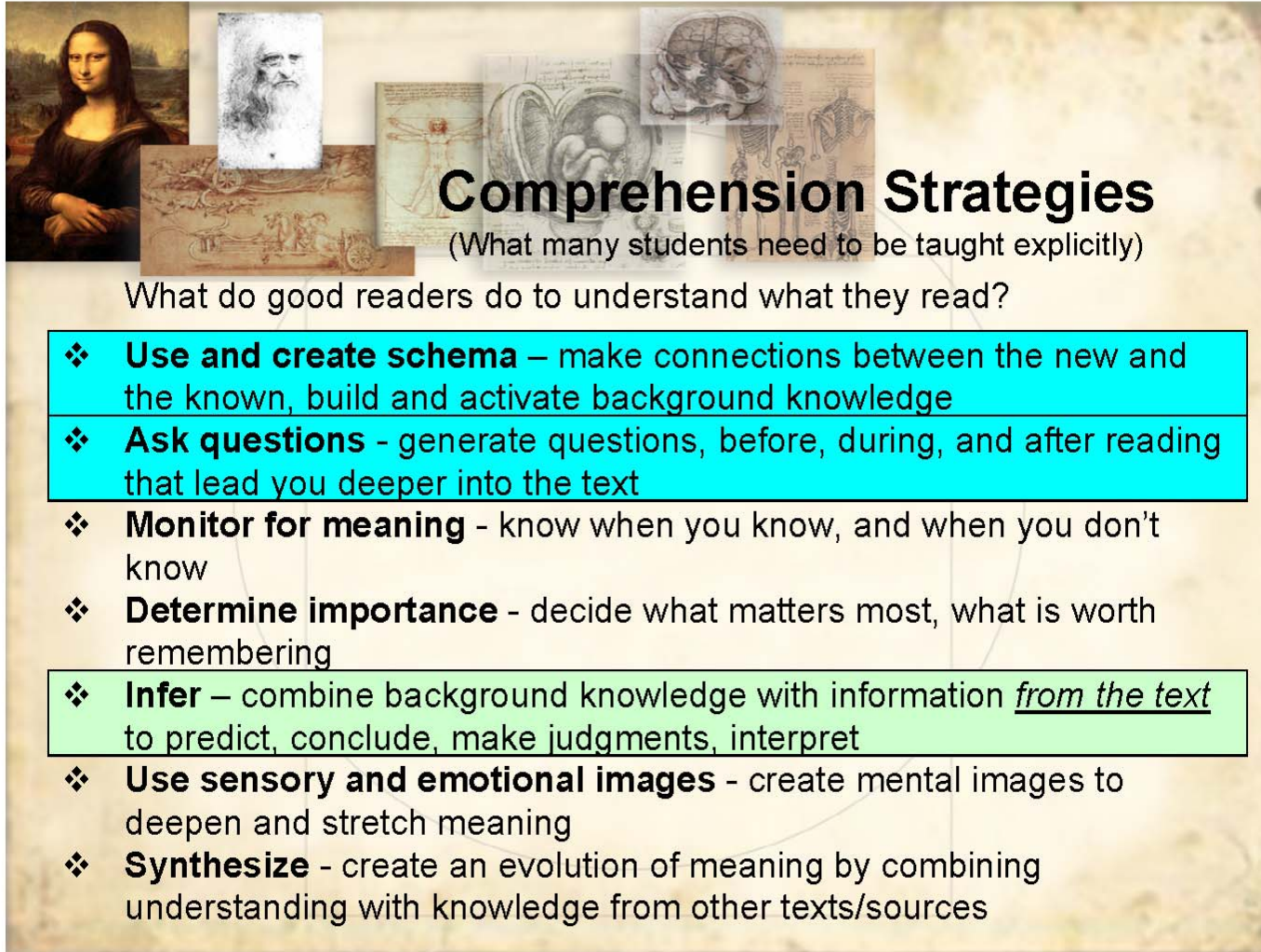
### Accountable Talk (continued)



| <h3>Instructional Strategies</h3> <p>(Different ways for students to “hold their thinking” when learning comprehension strategies – there are many more)</p> |                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Turn &amp; Talk</b>                                                     | Teacher interrupts the class during reading, asking students to turn and talk to their neighbor about a comprehension strategy, such as asking questions about a text. Talking about their question helps students remember. Teacher may then ask students to share with the large group.                         |
|  <b>Four-way share</b>                                                      | (clockwise share), typically at a table or desk grouping                                                                                                                                                                                                                                                          |
|  <b>Stop &amp; Jot</b>                                                      | At least once during a lesson, teacher stops to pose an important question for students to respond to. Students each record their perception of a key idea or concept about a topic or reading in their notebook. Volunteers share one or two responses or model your own response on the chalkboard or overhead. |
|  <b>Double-entry journals</b>                                             | Students write excerpts from the text on one side, and on the other, their thinking about that selection.                                                                                                                                                                                                         |
|  <b>Charting</b>                                                          | Charting can be used for pre-reading, such as K-W-L charts, or to “hold their thinking” as students read, with graphic organizers, double entry notebooks, or large charts for the whole class to contribute to.                                                                                                  |
|  <b>Text marking</b>                                                      | Students use sticky notes for books they’re not able to mark, or for photocopied work, highlighters and pens to “hold their thinking,” record specific comprehension strategies.                                                                                                                                  |

*LANGUAGE ARTS CURRICULUM*  
*Instructional Strategies Resources*

Accountable Talk (continued)



## Comprehension Strategies

(What many students need to be taught explicitly)

What do good readers do to understand what they read?

- ❖ **Use and create schema** – make connections between the new and the known, build and activate background knowledge
- ❖ **Ask questions** - generate questions, before, during, and after reading that lead you deeper into the text
- ❖ **Monitor for meaning** - know when you know, and when you don't know
- ❖ **Determine importance** - decide what matters most, what is worth remembering
- ❖ **Infer** – combine background knowledge with information from the text to predict, conclude, make judgments, interpret
- ❖ **Use sensory and emotional images** - create mental images to deepen and stretch meaning
- ❖ **Synthesize** - create an evolution of meaning by combining understanding with knowledge from other texts/sources

Source: <http://www2.district6.org/cra/wp-content/uploads/2009/02/accountabletalk.pdf>



## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Acrostic Poem**

Acrostic poems are fun to write and, for teachers, they work well with themed units. For example, if you are teaching children about dinosaurs, have them choose a dinosaur words for the acrostic poem.

What is an acrostic poem? An acrostic poem uses the letters of a word for the beginning of each line of the poem. Let's say you choose the word *cat*. Your acrostic poem will be three lines long: line one will begin with *C*, line two will begin with *A*, and line three with *T*.

Example:

Canary-eating feline. (Line one begins with *C*)

Always chasing mice. (Line two begins with *A*)

Trouble always follows. (Line three begins with *T*)

Acrostic poems do not need to rhyme. In fact, they are best when they don't rhyme at all.

They also do not need to be limited to one word. Two or more word phrases can be used for acrostic poems. You can also write acrostic poems using your name, town or city, state, province, and even an acrostic poem about your country.

The number of activities that can be used with acrostic poems are endless.

Source: [http://childrensbooks.suite101.com/article.cfm/write\\_an\\_acrostic\\_poem](http://childrensbooks.suite101.com/article.cfm/write_an_acrostic_poem)

## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies Resources***

#### **Anticipation Guides**

**USE:** All Content Areas - All Grade Levels - Before, During and After Reading

**FOCUS:** Comprehension Strategies: Activating Background Knowledge, Inferring/Prediction

**FOR DETAILED INFORMATION SEE:** Buehl, 2001

An Anticipation Guide is a series of statements that require students to use their background knowledge and make predictions. Students are asked to read each statement of the Anticipation Guide before they read the assignment and decide whether they agree or disagree with the statement. After they have completed the reading assignment, they go back to each statement and again decide whether they still agree or disagree, given their new knowledge. Anticipation guides provide connection to prior knowledge, engage students with the topic and encourage them to explore their own thoughts and opinions.

Anticipation Guides follow a prescribed format. In this activity, the teacher creates a series of general statements related to the topic the students are going to read about. Typically, the statements are not specific details such as dates, definitions or numbers. Rather each statement is a more general statement that relates to the content but often involves some judgment. For example, a very general statement on an Anticipation Guide about the Civil War might be: “The Civil War was unavoidable” or “The Civil War still influences life in the United States.”

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher analyzes the material to be read; determines the major ideas – explicit and implicit – with which the students will interact; creates short, clear declarative statements that reflect the world in which the students live or know.
2. The teacher then puts these statements into a format that will elicit anticipation or prediction making.
3. Students complete the Anticipation Guide before reading and the teacher leads a discussion and encourages the students to defend their positions with examples from their own background. This gives students opportunities to share their thoughts with others to increase their exposure to different perspectives.
4. The teacher assigns the reading selection.
5. Students then revisit the statements and evaluate them in light of the information in the text and the author’s purpose.
6. The teacher encourages students to reflect on their earlier predictions and feelings about ideas compared to their feelings after they have read the text.
7. The teacher and students discuss how this strategy facilitates understanding and critical thinking.

| Before reading prediction | General statements | After reading support |
|---------------------------|--------------------|-----------------------|
|                           |                    |                       |

Source: Connecticut State Department of Education’s [\*Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas\*](#) (pg 56)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Chapter Tour**

**USE:** All Content Areas – All Grade Levels – Before, During and After Reading Expository Texts

**FOCUS:** Comprehension Strategies: Prediction, Determining Importance

**FOR DETAILED INFORMATION SEE:** Buehl, 2001

Students benefit from learning how to use information in textbooks to construct meaning and improve comprehension. Reading-around-the-text is a pre-reading strategy used to preview text. The text preview prepares students to understand what they will be reading. This strategy can be adapted to use with any text but works best with text that contains chapter introductions and summaries, chapter questions, pictures, diagrams and other graphics, and bold or colored vocabulary words or concepts.

#### **PROCEDURE (begin by explaining and modeling):**

1. To begin, ask students to look at the pictures. Ask: What do the pictures seem to be about? Why do you think the author may have included these in the chapter?
2. Ask students to read the picture captions. Ask: Do the captions provide additional information about the pictures? Do the captions help confirm or change your predictions of what the chapter will be about?
3. Ask students to look at any maps, graphs or charts. Ask: What types of information do the graphics provide? Why did the authors include it in this section? What do the graphics tell me about the types of information that will be in this section?
4. Ask students to look for indications of *big ideas*: words or headings in bold type, colored words, or words with their pronunciations given. Ask: Do you already know any of these words? Do these words give any clues about the subject of this section?
5. Ask students to read the first paragraph of the text (introduction) and the last paragraph (conclusion). Ask: What seems to be the major focus of the chapter according to the introduction and summary? What key ideas are mentioned? Based on this information, what do you think you will learn in this chapter? Why do you think so?
6. Tell students that any questions that appear at the end of a text section or chapter are very helpful when preparing to read. Model this stage of the strategy by using the following example: “At the end of the section, I see the ‘Content Check’ questions. I know these questions are important because we often discuss them in class. Sometimes similar questions are on a test. The first question asks me about some vocabulary words from the section. What important terms should I know and understand after reading this section?”
7. Ask students to look at the remaining questions and ask them to consider what they will be expected to know after reading the section. Remind students that the text preview strategy is an important pre-reading technique. Encourage them to think about the ideas and information they learned from this strategy as they read.
8. The teacher models this strategy several times with the entire class and discusses how the students can use the strategy in their own reading and learning. The strategy can be adapted or modified to fit the text or the student. For instance, one group may be assigned to focus on the picture cues and captions, another group to focus on the big idea, and so on. Teachers may want to make a poster of the steps to display in the classroom and give students a smaller model that they can keep in their textbook.

Source: Connecticut State Department of Education’s [\*Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas\*](#) (pg 57)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Column Notes**

##### **Rationale:**

An important element of reading comprehension is the ability to organize text. Organizing requires readers to focus on the major elements of a text and not only to decide what is important but also where it would go. Column notes share characteristics in common with the Cornell system: information is grouped according to its type, and then arranged in columns. We'll begin with 2-column notes, but you should quickly see that depending on the subject area, instructional goals, and the nature of the text, that 3-column notes are applicable too.

Two-Column Notes is a note-taking strategy that divides a page into two columns. Students like this because it only requires them to fold a piece of paper in half; “hot dog style” is what I used to call it. Students write main ideas and concepts in the left column and supporting details and information in the right column. This technique is especially useful for analyzing well-structured, content-rich, sequential reading selections.

##### **Steps:**

The Three-Column Notes graphical organizer can be organized in the following ways:

- **In the first column**, write the topic of the text or discussion.
- **In the second column**, write what you learned from reading the text, from research or discussion.
- **In the third column**, write your own opinions, observations, thoughts, and experiences regarding the topic.

The Two-Column Notes graphical organizer can be used in a variety of forms:

- **Main Idea-Detail Notes**—Students identify key concepts and their supporting details.
- **Opinion-Proof Notes**—Students isolate statements of opinion, bias, or limited point of view.
- **Hypothesis-Proof Notes**—Students identify predictions or theories and evaluate the evidence offered for their proof.
- **Problem-Solution Notes**—Students write the nature, causes, and effects of a problem in the left column and potential solutions in the right column.
- **Process Notes**—Students describe a process in the left column and then outline the specific steps in the process in the right column.

##### **How to Use the Strategy:**

This strategy can be used as a during-reading activity or post-reading activity after students complete a unit of study. It could be used as a during-reading strategy that teachers and students build together as they learn more about the related content. The choice is up to the instructor on when he/she best feels it would be appropriate to use this strategy. Make sure you first **model how to use the strategy** to your students and **explain why** you chose the Column Notes.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Column Notes** (continued)

##### **Ideas for Assessment:**

One of our goals in reading is to maximize students' interaction with text—the more students get involved with text, the higher the probability of them constructing meaning from text. Often, column notes responses form the basis for (small or whole) class discussion about the reading and can help the teacher informally assess students' understanding of key concepts. Students' motivation can increase as a result of their personal involvement and interest with text—class discussions will reflect students' personal ideas, inquiries, and questions. While evaluating the students' written work, it's important to keep in mind the following responses:

- Did students include key or relevant concepts/ideas to the topic at hand?
- Did they use this strategy accurately?
- How did they organize their responses from text?
- Do their notes show active engagement with text?
- Were there any content or conceptual gaps reflected in their notes that the instructor will need to follow-up with?
- Discuss the responses with the class—focus on how responses show understanding of the topic at hand.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Concept of Definition Map**

**USE:** All Content Areas - All Grade Levels - Before Reading

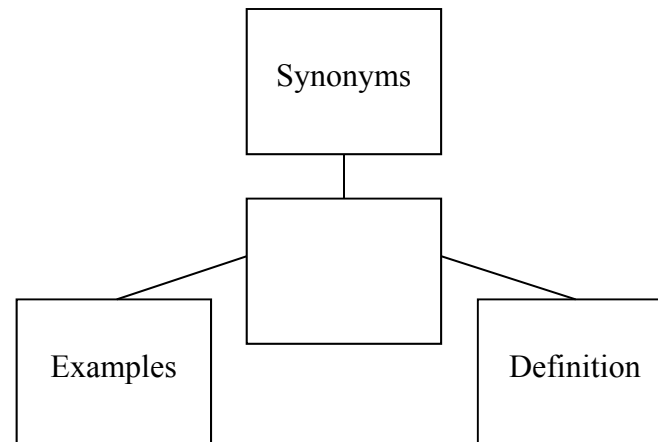
**FOCUS:** Vocabulary

**FOR DETAILED INFORMATION SEE:** Schwartz and Raphael, 1985; Buehl, 2001

A word map is a diagram of a word's meaning that includes what it is, what characterizes it and what are examples of it. The purpose of a word map is to build personal meanings by connecting the new information with prior knowledge. It is a simple strategy that works well with content vocabulary.

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher selects or has students select a word to be explored and places the word in the center of the word map.
2. The teacher asks students to determine a *definition* that best describes the word and write it in an appending box.
3. Next the students provide some words that are *synonyms*.
4. The students then provide some specific *examples* of the word.
5. The teacher and students discuss the word map and relate it to the reading assignment.
6. Students read the text, revisit the map, and make modifications or additions.
7. The teacher closes this activity with a discussion of how students can use word maps in their own reading and learning.



Source: Connecticut State Department of Education's [\*Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas\*](#) (pg 66)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Cooperative Learning**

**Cooperative learning** is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members:

- gain from each other's efforts. (Your success benefits me and my success benefits you.)
- recognize that all group members share a common fate. (We all sink or swim together here.)
- know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)
- feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).

#### **Why use Cooperative Learning?**

Research has shown that cooperative learning techniques:

- promote student learning and academic achievement
- increase student retention
- enhance student satisfaction with their learning experience
- help students develop skills in oral communication
- develop students' social skills
- promote student self-esteem
- help to promote positive race relations

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Cooperative Learning** (continued)

#### **5 Elements of Cooperative Learning**

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

1. **Positive Interdependence** (sink or swim together)
  - Each group member's efforts are required and indispensable for group success.
  - Each group member has a unique contribution to make to the joint effort or because of his/her resources and/or role and task responsibilities.
2. **Face-to-Face Interaction** (promote each other's success)
  - Orally explaining how to solve problems.
  - Teaching one's knowledge to other.
  - Checking for understanding.
  - Discussing concepts being learned.
  - Connecting present with past learning.
3. **Individual & Group Accountability** (no hitchhiking! no social loafing)
  - Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
  - Giving an individual test to each student.
  - Randomly examining students orally by calling on one student to present his/her group's work to the teacher (in the presence of the group) or to the entire class.
  - Observing each group and recording the frequency with which each member contributes to the group's work.
  - Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
  - Having students teach what they learned to someone else.
4. **Interpersonal & Small-Group Skills**
  - Social skills must be taught: leadership, decision-making, trust-building, communication, and conflict-management skills.
5. **Group Processing**
  - Group members discuss how well they are achieving their goals and maintaining effective working relationships.
  - Describe what member actions are helpful and not helpful.
  - Make decisions about what behaviors to continue or change.



## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Cooperative Learning** (continued)

##### **Class Activities that use Cooperative Learning**

Most of these structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development ([www.KaganOnline.com](http://www.KaganOnline.com)).

1. **Jigsaw** – groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his/her group members. To help in the learning, students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these ‘expert’ groups, the original groups reform and students teach each other. Tests or assessments follow.
2. **Think-Pair-Share** – involves a three-step cooperative structure. During the first step, individuals think silently about a questions posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.
3. **Three-Step Interview** (Kagan) – each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.
4. **Round Robin Brainstorming** (Kagan) – class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.
5. **Three-Minute Review** – teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.
6. **Numbered Heads Together** (Kagan) – a team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

**LANGUAGE ARTS CURRICULUM**  
***Instructional Strategies Resources***

**Cooperative Learning** (continued)

7. **Team Pair Solo** (Kagan) – students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.
8. **Circle the Sage** (Kagan) – first the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.
9. **Partners** (Kagan) – the class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.

Source: [edtech.kennesaw.edu/intech/cooperativelearning.htm](http://edtech.kennesaw.edu/intech/cooperativelearning.htm)

# LANGUAGE ARTS CURRICULUM

## Instructional Strategies Resources

### Depth of Knowledge & Cognitive Rigor by Karin Hess

**Hess' Cognitive Rigor Matrix & Curricular Examples:** Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

| Revised Bloom's Taxonomy                                                                                                                                                                                                                                       | Webb's DOK Level 1<br>Recall & Reproduction                                                                                                                                                                                                                                                                                                                              | Webb's DOK Level 2<br>Skills & Concepts                                                                                                                                                                                                                                                                                                                                                                                                                 | Webb's DOK Level 3<br>Strategic Thinking/ Reasoning                                                                                                                                                                                                                                                                                                                                                                                    | Webb's DOK Level 4<br>Extended Thinking                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Remember</b><br>Retrieve knowledge from long-term memory; recognize, recall, locate, identify                                                                                                                                                               | <ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency &amp; accuracy</li> </ul>                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                             |
| <b>Understand</b><br>Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models | <ul style="list-style-type: none"> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning/definition is clearly evident</li> <li>Describe/explain who, what, where, when, or how</li> <li>Define/describe facts, details, terms, principles</li> <li>Write simple sentences</li> </ul> | <ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why, cause-effect</li> <li>Give non-examples/examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit-implicit central ideas</li> </ul>                                     | <ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify/ make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>Write multi-paragraph composition for specific purpose, focus, voice, tone, &amp; audience</li> </ul> | <ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to other content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>                                                                               |
| <b>Apply</b><br>Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task                                                                                                                  | <ul style="list-style-type: none"> <li>Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>                                                         | <ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>Apply a concept in a new context</li> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text</li> </ul>                                                                       | <ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> <li>Select or devise an approach among many alternatives to research a novel problem</li> </ul>                                                                                                             |
| <b>Analyze</b><br>Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)                            | <ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Categorize/compare literary elements, terms, facts/details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul> | <ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul> |
| <b>Evaluate</b><br>Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions drawn</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>                                                                                                  |
| <b>Create</b><br>Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce                                                                                                                                                | Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>                                                                                                                                                    |

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For full article, go to [www.nciea.org](http://www.nciea.org)

# LANGUAGE ARTS CURRICULUM

## Instructional Strategies Resources

### Depth of Knowledge & Cognitive Rigor by Karin Hess (continued)

#### Applying Webb's Depth-of-Knowledge (DOK) Levels in Reading

Karin K. Hess

According to Norman L. Webb ("Depth-of-Knowledge Levels for Four Content Areas," March 28, 2002), interpreting and assigning depth-of-knowledge levels to both objectives within standards and assessment items is an essential requirement of alignment analysis. Four levels of Depth of Knowledge are used for this analysis.

A general definition for each of the four (Webb) Depth-of-Knowledge levels is followed by Table 1, which provides further specification and examples for each of the DOK levels. Webb recommends that large-scale, on-demand assessments in reading should only assess Depth-of-Knowledge Levels 1, 2, and 3. Depth-of-Knowledge at Level 4 in reading should be reserved for local assessment only.

Table 2 provides examples of DOK "ceilings" (the highest level of cognitive demand for large-scale assessment) using one state's reading grade level expectations.

**Descriptors of DOK Levels for Reading** (based on Webb and Wixson, March 2002 and Webb, *Technical Issues in Large-Scale Assessment*, report published by CCSO, December 2002)

**Level 1** requires students to use simple skills or abilities to recall or locate facts from the text. The focus is on basic initial comprehension, not on analysis or interpretation. Items require only a shallow/literal understanding of text presented and often consist of verbatim recall from text, or simple understanding of a single word or phrase.

**Level 2** requires both initial comprehension and subsequent processing of text or portions of text. Important concepts are covered, but not in a complex way. GLEs/items at this level may include words such as paraphrase, summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. Items may require students to apply skills and concepts that are covered in Level 1.

**Level 3** requires deep knowledge. Students are encouraged to go beyond the text and are asked to explain, generalize, or connect ideas. Students must be able to support their thinking, citing references from the text or other sources. Items may involve abstract theme identification, inferences between or across passages, students' application of prior knowledge, or text support for an analytical judgment made about a text.

**Level 4** requires complex reasoning, planning, developing, and thinking most likely over an extended period of time, such as comparing multiple works by the same author or from the same time period. The extended time period is not a distinguishing factor if the required work is only repetitive and doesn't require applying a significant conceptual understanding and higher-order thinking. Level 4 assessments should be done only at the local level.

**Table 1: Sample Depth-of-Knowledge Level Descriptors for Reading**  
(Based on Webb and Wixson, K. Hess, Center for Assessment/NCIEA, 2004)

| Level 1<br>Recall of Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Level 2<br>Basic Reasoning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Level 3<br>Complex Reasoning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Level 4<br>Extended Reasoning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Read words orally in isolation<br>b. Read words orally in connected text<br>c. Read multi-syllabic words<br>d. Locate or recall facts or details explicitly presented in text<br>e. Identify or describe characters, setting, sequence of events<br>f. Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words<br>g. Select appropriate words to use in context (e.g., content-specific words, shades of meaning) when intended meaning is clearly evident | a. Use context cues or resources to identify the meaning of unfamiliar words<br>b. Predict a logical outcome based on information in a reading selection<br>c. Make basic inferences or draw basic conclusions about information presented in text (e.g., According to this report, what caused ___?)<br>d. Recognizing appropriate generalizations about text (e.g., possible titles, main ideas)<br>e. Identify and summarize the major events, problem, solution, conflicts in a literary text<br>f. Determine whether a text is fact or fiction<br>g. Distinguish between fact and opinion<br>h. Describe the characteristics or features of various types of text<br>i. Obtain information using text features of informational text (e.g., Table of Contents, sidebar, chart)<br>j. Organize information presented in informational text using mapping, charting, or summarizing<br>k. Locate information to answer questions related to explicit or implicit central ideas in informational texts<br>l. Identify use of literary devices (e.g., imagery, idioms, exaggeration, alliteration, etc.) | a. Explain, generalize, or connect ideas, using supporting evidence from the text or from other sources<br>b. Draw inferences about author's purpose, author's message or theme (explicit or implied)<br>c. Make and support inferences about implied causes and effects<br>d. Describe how word choice, point of view, or bias affects the interpretation of a reading selection<br>e. Summarize or compare information within and across text passages<br>f. Analyze interrelationships among elements of the text (plot, subplots, characters, setting)<br>g. Analyze or interpret use of author's craft (literary devices) to analyze or critique a literary text | a. Compare or analyze multiple works by the same author, including author's craft<br>b. Compare or analyze multiple works from the same time period or from the same genre<br>c. Gather, analyze, organize, and interpret information from multiple (print and non print) sources for the purpose of drafting a reasoned report<br>d. Evaluate the relevancy and accuracy of information from multiple (print and non print) sources (e.g., verifying factual information or assertions with other sources; researching the source of information) |

# LANGUAGE ARTS CURRICULUM

## Instructional Strategies Resources

### Depth of Knowledge & Cognitive Rigor by Karin Hess (continued)

#### Depth-of-Knowledge as a “Ceiling” NOT as a “Target”

An important aspect of the NECAP assessment design is to use the highest Depth-of-Knowledge (DOK) demand implicit in a GLE as the “ceiling” for assessment, not the “target.” Table 2 provides three examples of Vermont Reading GLEs with different “ceilings,” that is, the highest DOK Level at which a GLE should be assessed. When considering the highest DOK Level as the ceiling not the target, the GLE has the potential to be assessed at Depth-of-Knowledge Levels at the ceiling, and up to the ceiling, depending upon the demand of the GLE. Table 2 also indicates the other DOK levels at which the GLE could be assessed.

**Table 2 Examples of GLEs and Depth of Knowledge for Assessment Purposes**

| <i>One state's Reading GLEs</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>GLE Ceiling</b> | <b>Potential DOK Levels for Assessment</b>                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GLE-R3: Applies word identification/ decoding strategies by ...</b><br>R3: 3b Identifying multi-syllabic words (e.g., “pretending,” “discussion”), by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., <i>bought</i> )                                                                                                                                                                                                                                                                                                                                                                                                            | 1                  | 1<br><br>(Knowledge of sounds, syllable types, word patterns)                                                                                                                                                                                                            |
| <b>GLE-R5: Students identify the meaning of unfamiliar words by...</b><br>R5: 5a Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries or glossaries; or prior knowledge) (Assumes increasing and grade-appropriate text complexity)                                                                                                                                                                                                                                                                                                                                                                        | 2                  | 1<br>(Knowledge of word structure)<br>2<br>(Use of context clues and resources, such as dictionaries to unlock meaning)                                                                                                                                                  |
| <b>GLE-R13: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b><br>R5: 13a Making logical predictions<br>R5: 13b Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time<br>R5: 13c Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how setting affects a character or plot development)<br>R5: 13d Identifying author's message or theme (implied or stated, as in a fable)<br>(Assumes increasing and grade-appropriate text complexity) | 3                  | 1<br>(Describing characters' physical characteristics, thoughts, words, or actions)<br>2<br>(Predicting a Logical outcome; identifying author's message or theme)<br>3<br>(Making inferences about problem, solution, or conflicts; using supporting evidence from text) |

#### Why is this distinction between “ceiling” and “target” important?

If assessed only at the “target,” all GLEs with a Level 3 as their highest demand would only be assessed at Level 3. This would potentially have two negative impacts on the assessment: 1) The assessment as a whole could be too difficult; and 2) important information about student learning along the achievement continuum would be lost.

## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies Resources***

#### **The Directed Reading-Thinking Activity (DRTA)**

**USE:** All Content Areas - All Grade Levels - Before and During Reading

**FOCUS:** Comprehension Strategies: Prediction, Inference and Setting Reading Purpose

**FOR DETAILED INFORMATION SEE:** Stauffer, 1969; Readence, Moore, Rickelman, 2000

The DRTA is a discussion format that focuses on making predictions. It requires students to use their background knowledge, make connections to what they know, make predictions about the text, set their own purpose for reading, use the information in the text and then make evaluative judgments. It can be used with nonfiction and fiction texts.

#### **Procedure (begin by explaining and modeling):**

1. The teacher divides the reading assignments into meaningful segments and plans the lesson around these segments.
2. In the class introduction, the teacher leads the students in thinking about what they already know about the topic. ("What do you know about ...? What connections can you make?")
3. The teacher then has the students preview the reading segment examining the illustrations, headings and other clues to the content.
4. The teacher asks students to make predictions about what they will learn.
5. Students may write individual predictions, write with a partner or contribute to an oral discussion creating a list of class predictions.
6. Students then read the selection and evaluate their predictions. Were their predictions verified? Were they on the wrong track? What evidence supported the predictions? Contradicted the predictions?
7. Students discuss their predictions and the content of the reading.
8. The teacher and students discuss how they can use this strategy on their own and how it facilitates understanding and critical thinking.
9. The teacher and students repeat the process with the next reading segment that the teacher has identified.
10. The teacher closes the lesson with a review of the content of the reading and a discussion of the prediction strategies students should use as they read any text.

| <b>My predictions</b> | <b>What the text actually stated</b> |
|-----------------------|--------------------------------------|
|                       |                                      |

A teacher may use a simple two-column guide (my predictions/what the material actually said) or a KWL chart as an organizing format. After having done the DRTA several times with the whole class, the teacher can then have students work in small groups and follow the DRTA steps.

Source: Connecticut State Department of Education's [\*Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas\*](#) (pg 50)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Effective Small-Group Discussion**

**When and Why:** From the beginning of the year, kids must join in sustained, focused, and balanced small-group discussions. This means kids must listen carefully, take turns, and monitor their own participation. Since few of us are born with these skills, we must teach them explicitly, early, and often.

**Initiate:** *“We are going to be working a lot in groups this year, and we need to get really good at talking to each other. So let’s practice discussing.”*

**Teach/Model:** Find a short, high-interest article or story and have everyone read it, using their best comprehension strategies to make the text with their thinking, reactions, and questions. Then ask a volunteer group of kids to fishbowl a small-group discussion about the article.

*“The rest of you, your job is to observe carefully and make notes on what the fishbowl kids are doing well. What do they do to make their discussion interesting?”*

Typically kids will notice that members:

Get right to work  
Listened to each other  
Take turns and don’t interrupt

Build on other’s ideas  
Ask questions  
Share the airtime

Support their opinions  
Disagree, but in a friendly way

**Guided Practice:** Now, ask kids to meet in their small groups and prepare to role-play a *bad* discussion, using the same article. (Kids love doing this.) Invite several groups to perform their version, since different distracting, annoying, or off-task behaviors will emerge. Expect to see behaviors like these:

Not being prepared  
Interrupting  
Getting up and walking around

Sleeping, gossiping  
Being mean  
Dominating the discussion

Disrespecting others’ ideas  
Shuffling paper, tapping pencils

Source: Key Lessons in Comprehension, Collaboration, and Inquiry by Stephanie Harvey and Harvey Daniels

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Guided Reading Practices – Grades K-2**

- 1) **What is Guided Reading?** While guided reading can be effectively used in all grades, the following explanation pertains primarily to reading instruction in elementary school. Guided reading is an instructional approach where teachers show children how to read and also provide support to the children while they read. This instructional approach includes the teacher working with a small group of children who use similar reading processes and are able to read similar levels of text with support. The ultimate goal in guided reading is to help children learn how to use independent reading strategies successfully. When guided reading is implemented most effectively, children are able to read for meaning at all times.
  
- 2) **Some benefits of Guided Reading:** Guided reading leads to the independent reading that builds the reading process and facilitates the following:
  - It gives teachers the opportunity to observe individuals as they process new texts.
  - It gives individual readers the opportunity to develop reading strategies so that they can read increasingly difficult texts independently.
  - It gives children enjoyable, successful experiences in reading for meaning.
  - It develops the skills needed for independent reading.
  
- 3) **Essential components of Guided Reading instruction:**
  - A teacher works with a small group of students.
  - Children in the group are similar in their development of a reading process and are able to read about the same level of text.
  - Teachers introduce the stories and assist children's reading in ways that help to develop independent reading strategies, including the use of meaning cues, structural or syntactical cues, and visual cues from the letters and print conventions visible on the page.
  - Each child reads the whole text.
  - The goal is for children to read independently and silently.
  - The emphasis is on reading increasingly challenging books over time.
  - Children are grouped and regrouped in a dynamic process that involves ongoing observation and assessment.



***LANGUAGE ARTS CURRICULUM***  
***Instructional Strategies Resources***

**Guided Reading Practices – Grades K-2** (continued)

- 4) **Evaluating Guided Reading:** How will teachers know whether they're using guided reading successfully? Guided reading responds to the children's learning needs and helps them develop a self-extending reading system, one that fuels its own learning and enable the reader to continue to learn through the act of reading. Teachers will know that the guided reading instruction is effective if moment-to-moment observations and records show that children are using effective reading strategies, as they read progressively more difficult texts accurately and fluently.
- 5) **Children who are learning to read need to:**
- Enjoy and successfully read books even when the texts are challenging
  - Have opportunities to problem-solve while reading with teachers encouraging readers to use their reading strengths
  - Read for meaning even when students must do some problem-solving
  - Learn strategies they can apply to their reading of other texts
  - Have their active problem solving confirmed
  - Use what they know to get to what they do not yet know
  - Talk about and respond to what they read, including making text connections
  - Expand their knowledge and understanding through reading

**LANGUAGE ARTS CURRICULUM**  
**Instructional Strategies Resources**

**Guided Reading Practices – Grades K-2** (continued)

**The Essential Elements of Guided Reading: Before, During and After Reading**

|                 | <b>Before the reading</b>                                                                                                                                                                                                                                                                                                                                                         | <b>During the reading</b>                                                                                                                                                                                                                                                                                                   | <b>After the reading</b>                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher</b>  | <p>selects an appropriate text, one that will be supportive but with a few problems to solve</p> <p>prepares an introduction to the story</p> <p>briefly introduces the story, keeping in mind the meaning, language, and visual information in the text, and the knowledge, experience, and skills of the reader</p> <p>leaves some questions to be answered through reading</p> | <p>“listens in”</p> <p>observes the reader’s behaviors for evidence of strategy use</p> <p>confirms children’s problem-solving attempts and successes</p> <p>interacts with individuals to assist with problem solving at difficulty (when appropriate)</p> <p>makes notes about the strategy use of individual readers</p> | <p>talks about the story with the children</p> <p>invites personal response</p> <p>returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving</p> <p>assesses children’s understanding of what they read</p> <p>sometimes engages the children in extending the story through such activities as drama, writing, art, or more reading</p> |
| <b>Children</b> | <p>engage in a conversation about the story</p> <p>raise questions</p> <p>build expectations</p> <p>notice information in the text</p>                                                                                                                                                                                                                                            | <p>read the whole text or a unified part to themselves (softly or silently)</p> <p>request help in problem solving when needed</p>                                                                                                                                                                                          | <p>talk about the story</p> <p>check predictions and react personally to the story or information</p> <p>revisit the text at points of problem solving as guided by the teacher</p> <p>may reread the story to a partner or independently</p> <p>sometimes engage in activities that involve extending and responding to the text (such as drama or journal writing)</p>                        |

Source: *Guided Reading: Good First Teaching for All Children* by Irene C. Fountas & Gay Su Pinnell

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Guided Reading Practices – Grades 3 and Up**

*Guided reading is a teaching approach designed to meet the varying instructional needs of the reader, enabling them to greatly expand their reading powers.*

- Students grouped by assessment of a specific strategy.
- Responds to students' needs and changes as these needs change.
- Strategies practiced for before, during, and after reading with a variety of genres.
- Books chosen for the individual or group at their instructional level.
- Students read the whole book or story silently. Reading is in meaningful chunks or chapters.
- Students discuss the book and search for as many interpretations as the text supports.
- Varied vocabulary with an emphasis on solving word problems while reading.
- Students practice and apply strategies that enable them to connect to and think deeply about texts.
- Students learn to apply word solving strategies to real books.
- Evaluation based on careful observations of student's reading in a variety of situations.

Source: *Teaching Reading in Middle School* by Laura Robb

#### **A Suggested Framework for Guided Reading Lessons**

- ❖ Selecting the text
- ❖ Introducing the text
- ❖ Discussing and revisiting the text
- ❖ Teaching for processing strategies
- ❖ Extending the meaning of the text ( optional)
- ❖ Word work (optional)

Source: *Guiding Readers and Writers* by Fountas and Pinnell

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Guided Teaching Model**

##### **Teacher Modeling**

- Teacher explains strategy.
- Teacher models strategy.
- Teacher thinks aloud to show thinking strategy and use.

##### **Guided Practice**

- After explicit modeling, teacher gradually gives students more responsibility for task engagement and completion.
- Teacher and students practice strategy together in shared contexts, interacting, and constructing meaning through interchange.

##### **Collaborative Practice**

- Students share their thinking process with one another.
- Students work in small groups and pairs and reason through text together.
- Teacher moves from group to group, checking on how things are going.

##### **Independent Practice**

- After working with teacher and other students, students try practicing the strategy on their own.
- Student receives regular feedback from teacher and other students.

##### **Application of the Strategy**

- The student uses the strategy in authentic situations.
- The student uses the strategy in a variety of different genres, setting, contexts, and disciplines.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Inquiry Notebooks**

**When and Why:** As students begin small-group inquiry, they need to create research notebooks for the purpose of holding thoughts, questions, and notes related to their inquiry.

**Initiate:** Plan for a day to launch research notebooks. Make sure all kids have a notebook on that day. Spiral notebooks with pockets inside covers help to store collectibles – articles, photos, maps, charts, and so forth.

**Teach/Model:** Explain that researchers keep notebooks while engaging in inquiry so that all of the information they gather can be located in one place, making it easy to find information when needed. Share your own research notebook and explain that you use it to organize your thoughts, questions, and findings as you engage in inquiry. Explain that we write something down so that we can remember it and use it later. Share that it is easy to lose track of things related to your inquiry and that the notebook solves that problem (unless you lose the notebook!). Tell them that you hold all of your findings and notes in your research notebook; flip through it so that they can see what it looks like. Mention that you read through your notebook frequently to discover information that may not be obvious at first blush. Then demonstrate how you create a list of things you wonder about in your research notebook and share that these wonderings may lead to further inquiry.

**Guided Practice:** On a chart, co-construct a list of the kinds of things that are included in a research notebook. Begin by jotting down several things that you keep in yours – questions for research, topics you are interested in investigating, project ideas, etc. Have kids turn and talk about what might be included in such a notebook. Invite them to share their thoughts as you record them on an anchor chart. Here's a typical list:

|                             |                              |                      |                               |
|-----------------------------|------------------------------|----------------------|-------------------------------|
| Topics                      | Charts                       | Interview guidelines | Bibliographic information     |
| Project ideas               | Quotes from books, teachers, | Interviews           | Written drafts                |
| Drawings, sketches, doodles | kids, outside specialists    | Notes from research  | Photographs, maps, postcards, |
| Diagrams                    | Observations                 | Interesting findings | and other visuals             |

Source: Key Lessons in Comprehension, Collaboration, and Inquiry by Stephanie Harvey and Harvey Daniels

## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies Resources***

#### **KWL Chart**

**USE:** All Content Areas - All Grade Levels - Before, During and After Reading Expository Text

**FOCUS:** Comprehension Strategies: Activating Background Knowledge, Questioning, Determining Importance

**FOR DETAILED INFORMATION SEE:** Ogle, 1986; Readence, Moore, Rickelman, 2000; Beers, 2003

The know/want-to-know/learned (KWL) chart guides students' thinking as they begin reading and involves them in each step of the reading process. Students begin by identifying what they already know about the subject of the assigned reading topic, what they want to know about the topic and finally, after they have read the material, what they have learned as a result of reading. The strategy requires students to build on past knowledge and is useful in making connections, setting a purpose for reading, and evaluating one's own learning.

#### **Procedure (begin by explaining and modeling):**

1. The teacher shows a blank KWL chart and explains what each column requires.
2. The teacher, using a current reading assignment, demonstrates how to complete the columns and creates a class KWL chart.

| <b>K</b> | <b>W</b> | <b>L</b> |
|----------|----------|----------|
|          |          |          |

- For the **know** column: As students brainstorm background knowledge, they should be encouraged to group or categorize the information they know about the topic. This step helps them get prepared to link what they know with what they read.
  - For the **want-to-know** column: Students form questions about the topic in terms of what they want to know. The teacher decides whether students should preview the reading material before they begin to create questions; it depends on the reading materials and students' background knowledge. Since the questions prepare the students to find information and set their purpose for reading, previewing the material at this point often results in more relevant questions. Students should generate more questions as they read.
  - For the **learned** column: This step provides students with opportunities to make direct links among their purpose for reading, the questions they had as they read and the information they found. Here they identify what they have learned. It is a crucial step in helping students identify the important information and summarize the important aspects of the text. During this step, students can be reflective about their process and make plans.
3. The teacher on the next reading assignments can ask students individually or in pairs to identify what they already know and then share with the class, create questions for the want-to-know column either individually or in pairs and share with class, and finally after reading, complete the learned column.
  4. The teacher closes this activity with a discussion of how students can use KWL charts in their own reading and learning. Also, a discussion can take place about pertinent variations of the KWL chart's columns.

Source: Connecticut State Department of Education's [\*Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas\*](#) (pg 52)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **List-Group-Label**

**USE:** All Content Areas - All Grade Levels – Before and After Reading

**FOCUS:** Vocabulary

**FOR DETAILED INFORMATION SEE:** Readence, Moore, Rickelman, 2000

Activating prior knowledge about a topic helps in the development of a clearer understanding about concepts to be learned. In the List-Group-Label activity students begin with a key word and then proceed to categorize and organize around these categories their background knowledge and eventually their new knowledge from the text.

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher writes a cue vocabulary word on the board or overhead.
2. Students brainstorm other words related to the vocabulary word while the teacher writes down all ideas.
3. The teacher leads a discussion about whether any words or concepts should be eliminated and, if so, why.
4. The teacher divides the class into groups of three or four. The groups cluster the words and give each cluster a descriptive term.
5. The groups share their clusters and give reasons for their choices. There are no wrong answers if clusters and labels can be justified.
6. Students then read the text. When finished, the teacher asks the students to revisit their clusters and change, add to or modify their clusters.
7. The teacher and students share their clusters and discuss their rationales.
8. The teacher closes this activity with a discussion of how students can use list-group-label in their own reading and learning.

Source: Connecticut State Department of Education's [\*Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas\*](#) (pg 68)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Literature Circles**

##### **How Literature Circles Work in Our Classroom!**

In our fifth grade classroom, we enjoy literature with daily peer-led Literature Circles. Each individual in each student group of four or five rotates a daily role. For homework, students read a specific amount of pages from their nightly reading source, prepare an evaluation question, and prepare their role.

##### **The Discussion Director**

In class the next day, the Discussion Director directs the sequence of the discussion, facilitates the discussion centering around the Level 6, 5, or 4 questions, brings in the contributions of each role member, gathers the daily evaluative forms from group members at the end of the session, and organizes the role assignments for the next session.

##### **The Summarizer**

Our Discussion Director also acts as Summarizer providing a brief summary of the reading source. The format might be as narrative, as a poem, as a rap, or in any way that is appropriate to the reading.

##### **The Vocabulary Enricher**

Our Vocabulary Enricher selects words from the text that he feels might be powerful, puzzling, or unfamiliar. He identifies the page, paragraph, and the word. He finds the definitions of the words. He introduces the selected words to the group along with possible synonyms. He creates an activity such as a Bingo, Hangman, a word scramble, "I'm Thinking of A Word on page \_\_\_\_ that means \_\_\_\_\_", or a quiz that engages the group members in using the selected words.

##### **The Literary Enricher**

The Literary Enricher might prepare his role to involve other group members in an activity that focuses on evidence that he found in the reading related to such things as the feelings of a character, the personality of a character, the motives of a character, a character dilemma in the plot, a character's actions in the plot, a character's solutions in the plot, a description of a setting, the climax of the plot, the titles of a chapter, what a character says that reveals a trait, foreshadowing in the plot, what is said about a character that reveals a trait, and what a character does. During the class session involving the students in his group, he would write the initials of the group member who responded to a dice thrown question based on our original game board and recorded in a cube-like form. If he does not want to provide an activity for his group members, he can cite pages and paragraphs relating specific aspects that moved him.



## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Literature Circles** (continued)

##### **The Author Reflector**

Our Author Reflector focuses the group members on reflecting as an author. In preparing the role, the student synthesizes evidence that answers questions that he might ask group members. He might present answers to such questions as: What is a new plot idea that you might now consider as part of the story? OR What new character information might you reveal in this part of the story? OR What new use of setting might you include in this part of the story? OR What is one strength in this chapter that you are proud of? OR If you were to change or add something to this chapter to make the chapter better, what would you change or add? OR As the author, what did you most enjoy about a character, the plot, or the setting in this chapter? OR Brainstorm a list of words that describe the character, the plot, or the setting this chapter. OR What advice would you give to an author who was adapting this chapter into a movie or video? OR As the author, what theme was your focus in this chapter?

##### **The Connector**

Our Connector's role is to find connections between the book/text and the world outside. This might mean finding "evidence connections" in the reading that shows: an event or experience in this reading by page CONNECTED TO an event or experience in your life; a character in this story CONNECTED TO a character in another story; a character in this reading CONNECTED TO a character in your life. If the Connector wants to involve the entire group in the activity, I have created these categories and other categories and placed them on laminated game cards which the Connector may have group members pull from an answer. If the Connector does his role in this manner, during the class session, he records student answers on a "connection cubes" sheet noting the initials of the person making the connection and what connection he made. A Connector might decide to present his role by making verbal personal connections to the text and not involving other group members.

##### **Student Evaluation Forms**

Our Student Evaluation Forms include a grading rubric and class participation evidence. Pre-discussion responsibilities include having completed the reading, having prepared one's role, having prepared an evaluative question, and having brought the reading source to school. The part of the rubric focusing on the Literature Circle discussion sessions include: Offering questions to consider in the discussion; supporting, encouraging, and responding to the ideas, thoughts, or questions of others; making eye contact with others; keeping one's voice at arm's length; staying focused on the discussion; and respecting the presence, ideas, and contributions of all discussion group members.

Each student composes self-evaluative comments about himself in the third person. "Jane Doe completed all pre-discussion responsibilities. Her summary brought up a suggestion that engaged the group in discussion. She shared her ideas but should concentrate on keeping her voice lower."

Source: <http://inquiryunlimited.org/lit/litcir/litcir.html>

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Possible Sentences**

**USE:** All Content Areas - All Grade Levels – Before and After Reading

**FOCUS:** Vocabulary

**FOR DETAILED INFORMATION SEE:** Readence, Moore, Rickelman, 2000; Buehl, 2001

In the possible sentences activity students are given the new vocabulary terms from a reading assignment and asked to create sentences that they believe are reasonable, possible uses of the words. This activity encourages students to use their background knowledge, draw connections between the known and unknown, and make predictions about the content of the reading assignment.

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher chooses six to eight words from the text that are key concepts for the topic being studied and lists them on the board or overhead.
2. The teacher then chooses another four to six words from the text that may be more familiar to the students and list them on the board or overhead.
3. The students (individuals or groups) develop sentences using at least two of the words in each sentence. The teacher writes all contributed sentences on the board.
4. After reading, the students revisit the original sentences to confirm, extend or revise as needed. They add any new information to the sentences and then can use the revised sentences as the basis for creating summaries.

The teacher closes this activity with a discussion of how students can use possible sentences in their own reading and learning.

Source: Connecticut State Department of Education's [\*Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas\*](#) (pg 69)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Predictable Charts**

These are generated by the teacher or the children. The teacher uses these charts to model reading and writing experiences. A repetitive phrase is chosen and the teacher prints what she has generated or what a child has dictated and this is printed on a chart paper or sentence strips. The chart at the right was taken from the emergent reader found in the ***Community Helpers*** theme unit. The children must find, cut and paste the correct vehicle each helper uses. This is the interactive component part of the reader. Some of the text lines read as follows:

- I could be a firefighter.
- I would drive a fire truck.
- I could be a police officer.
- I would drive a police car.

#### **PREDICTABLE CHART - VISUAL and AUDITORY DISCRIMINATION**

A predictable chart could also be employed by children dictating the sentences. For example: John says, "I want to be a paramedic". The teacher prints this on the predictable chart with John's name beside it. John would be responsible for reading this sentence.

Predictable chart experiences can be easily transferred to the writing center. Children represent the repetitive words in the predictable chart. Place the repetitive words on a 8 1/2 X 11 piece of paper. One child holds the word ***I***, another child holds the word ***would*** and another one holds the word ***like*** and so on. John dictates 'I would like to be a Firefighter.' The teacher prints the word on the last piece of paper. She might model stretching the sounds F-i-r-e-f-i-g-h-t-e-r-s as she prints it. She might also discuss capitals and periods used in completing the sentence. She is indirectly teaching writing skills. John holds his own word which is ***Firefighter***. The children now can read John's completed sentence. The children are learning how words are separated by spaces and what makes a sentence. This is an excellent visual and auditory discrimination activity.

## LANGUAGE ARTS CURRICULUM

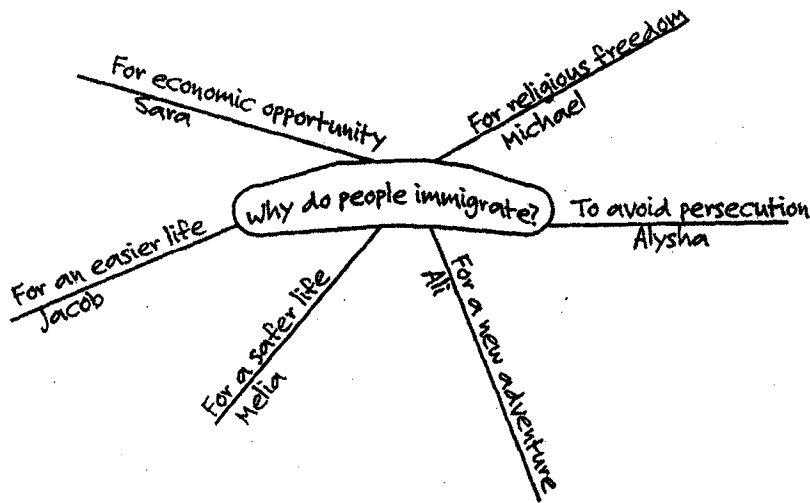
### Instructional Strategies Resources

#### Question Webs

**When and Why:** As kids work together in inquiry circles, they need a place to keep track of group information collected throughout the process.

**Initiate:** Share how hard it can be to keep group information organized while pursuing answers to questions. Question webs help us stay on top of what individual members are learning by offering a place to make thinking visible and hold it over time.

**Teach/Model:** Similar in form to other semantic webs, question webs differ in that the group inquiry question is at the center of the web. The spoke lines that emanate from the center are used to add information that related to the question. Individual group members continue to add lines radiating out from the center as they come up with more information related to the question. Invite one of the inquiry circles to model with you. Create a large poster-sized question web and list the inquiry circle members at the top. Write their question at the center. Share one piece of information related to that question and write it along one of the lines along with your name. Write the source of that information next to your name. Find a spot in the room to hang the question web where kids can easily add to it. Tell them that when they have information related to that question, they should write the information on the web, sign their name, and add the source. This is a great way to keep track of important information that might otherwise get lost in the shuffle.



**Guided Practice:** Have each inquiry circle create a question web, writing their names at the top and the group question at the center.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Read Around the Text**

##### **Background**

*Read Around the Text* is a series of six steps that asks students to preview text to be read. It is an adaptation from “Read Around the Text: The Reading Strategy That Worked!” by LouAnn Clayton Jacobs and Dee Dee Benefield Jones (both authors are from Alabama). One of the single best things readers can do to improve comprehension is to set a purpose for their reading and activate prior knowledge. Read Around the Text prompts and guides readers before they dig into the reading.

##### **Directions**

Begin by distributing a black line master of *Read Around the Text* that students can keep in their binders. Take the time to model this activity with a textbook. Select a new lesson and have students work in partners to answer the six questions from *Read Around the Text*. To ensure all students are practicing the strategy, have one partner be A and the other partner be B. For the first question, ask partner A to tell partner B what the ideas are behind the pictures being presented. Call on several different partner teams to share answers before moving on. Alternate the responsibility for who begins the discussion on question #2.

1. Look at the pictures. What ideas are being presented?
2. Look at the captions and read them.
3. Look at the maps, charts, and graphs. Discuss what information they present.
4. Look at the titles and headings. What is the big idea?
5. Read the first and last lines of each paragraph for more information.
6. Ask questions. Give yourself a reason to read.



##### **Extension Idea**

Romig staff created an acronym for *Read Around the Text* called R.A.T. Encourage students to "rat out" the important information before reading a passage in its entirety.

***LANGUAGE ARTS CURRICULUM***  
***Instructional Strategies Resources***







**Read Around the Text** (continued)



**LANGUAGE ARTS CURRICULUM**  
**Instructional Strategies Resources**

**Read Around the Text** (continued)

**Student Worksheet**

|                                                                                                                                                                          |                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.  Look at the pictures. What ideas are being presented?</p>                        | <p>2.  Look at the captions and read them. What do you know so far?</p>            |
| <p>3.  Look at the maps, charts, and graphs. Discuss what information they present.</p> | <p>4.  Look at the titles, headings and bold-faced words. What's the big idea?</p> |
| <p>5.  Read the first and last paragraphs of the selection.</p>                       | <p>6.  Ask questions. Give yourself a reason to read.</p>                        |

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Reader's Theater**

**USE:** All Content Areas – All Grade Levels – During and After Reading

**FOCUS:** Fluency

**FOR DETAILED INFORMATION SEE:** Honig, Diamond, and Gutlohn, 2000; Aaron Shepard's Readers Theater website ([www.aaronshp.com/rt/RTE.html](http://www.aaronshp.com/rt/RTE.html))

Readers Theater is another technique for improving students' reading fluency. It involves having students "perform" plays or narrative stories that are practiced over a period of time (usually several days). These performances do not necessarily have to involve props, costumes or a stage; they can be as informal (or as formal) as desired. If a narrative story is used, one that has a number of characters and dialogue is best. The Readers Theater fluency technique is typically used at the lower end of the 4-12 grade range, although it could easily be employed with older students. Readers Theater can also be adapted to certain content areas, especially social studies and history, if content-relevant dramatic material is selected (see, e.g., Morris, 2001). As in the repeated-readings technique, the reading material should be at students' instructional to independent reading levels.

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher selects an appropriate narrative or play and prepares rehearsal copies. In each copy, individual characters' roles are highlighted. If a narrative is used instead of a play, students will also need to be assigned as narrators (i.e., their tasks will be to read parts of the narrative that do not involve dialogue). The teacher can divide students into groups and give each group the same play/narrative, or alternatively, the groups can be assigned different plays/narratives.
2. The teacher practices reading parts of each "script" aloud with students for effective modeling, with particular attention to the ways that oral expression affects meaning (e.g., how different characters' feelings may be conveyed through differences in intonation).
3. Students practice their scripts in groups with the teacher circulating among groups to provide feedback and coaching. The teacher also ensures that the students have good comprehension of their scripts. During group practice, members of the groups should alternate roles so that all group members have a chance to try out different roles.
4. After the groups have had adequate time to practice their scripts (typically several class sessions), students choose (or the teacher assigns) roles. Students take home copies of their scripts to practice reading (but not memorizing) their roles at home.
5. Students "perform" their scripts (i.e., read them expressively) in front of an audience, which may simply involve other class members, or which may include different classrooms, teachers and/or parents.



## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Reader's Workshop**

##### ***What is Reader's Workshop?***

- A teaching method in which the goal is to explicitly teach students strategies to become more skillful at comprehending text.
- Involves students in authentic reading experiences that focus on the strengths and needs of each individual student through differentiated instruction.
- Emphasizes the importance of student engagement and the interaction between readers and the text.

##### ***Reader's Workshop***

###### **Instruction:**

- Whole class, small group, and independent reading
- Explicit Modeling/Think-Alouds in whole group and targeted instruction in small group and conference.
- Teach Reading Skills and Strategies
- All students participate (Turn and Talk)
- Students read at their own pace; they can move ahead or re-read as necessary

###### **Application:**

- Students read different books (interest and level)
- Students apply and demonstrate skills and strategies for their own books, leaving “tracks” of their thinking
- Teacher models reading processes and shares reading practices (use of read alouds and think alouds)
- Instruction emphasizes teaching reading strategies based on standards through selected literature

###### **Assessment:**

- Running records, conferencing, rubrics, notebook, self-reflection, comprehension open ended/multiple choice assessments

Source: [http://www.holmdel.k12.nj.us/humanities/pdf/rw\\_parent\\_workshop\\_jan12.pdf](http://www.holmdel.k12.nj.us/humanities/pdf/rw_parent_workshop_jan12.pdf)

## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies Resources***

#### **Readers Workshop** (continued)

##### ***Components of Reader's Workshop***

| Time:           | Component:                       |
|-----------------|----------------------------------|
| 10 - 15 minutes | Mini-lesson                      |
| 30 - 60 minutes | Independent Reading & Conferring |
|                 | Guided Reading/Strategy Groups   |
|                 | Response and Reflection          |
| 5 minutes       | Sharing                          |

##### ***Description of each component***

###### **Mini-Lesson:**

The mini-lessons for the Reading Workshop teach concepts, strategies, and techniques for reading and comprehension while encouraging students to read and interact with good literature. The 10-15 minute mini-lessons gives teachers the opportunity to give direct instruction to students and model the lessons using authentic literature. *Sample mini-lessons can include:*

- comprehension strategies
- procedures for Reading Workshop
- reading strategies and skills
- literary elements
- literary techniques (i.e. voice, descriptive words, etc.)

###### **Independent Reading & Conferring:**

Independent Reading is the heart of the Reading Workshop. This is the time when students practice strategies modeled in the mini-lesson or practice reading. Students can read alone, in pairs, or in small response groups. Teachers have the opportunity to confer with students or teach guided reading lessons or have a small-group lesson on a specific strategy or skill. Teachers can also do various assessments such as running records, retellings, or keeping anecdotal notes on children's progress.

*Some activities may include:*

- Responding to text in reader's response notebook.
- Participate in literature circles.
- Story chat with a group of students.
- Work with a reading partner.
- Do some silent reading

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Reader's Workshop** (continued)

##### **Guided Reading/Strategy Groups:**

Guided reading is a form of small group instruction -- the teacher works with a small group of students that are on the same reading level. Each student usually has their own text and the teacher works with the students on skills depending on their needs, whether it is phonemic awareness, work attack skills, fluency, or reading comprehension. Guided reading is done during independent reading.

##### **Response & Reflection:**

Students need opportunities to respond and reflect about what they are reading. It helps clarify their thinking, ponder questions, and develop divergent thinking.

There are many ways students can respond to text:

- share connections made with text or mini-lessons
- use a reader's response journal to write responses and reactions while they are reading or afterwards
- keep a reading log
- respond to directions given by teacher (i.e. write a summary, fill in a character map, etc.)
- have conversations with teacher or classmates about their reading

##### **Sharing:**

The class regroups to discuss what they learned or did in their groups, such as which strategies they employed for reading, or projects they worked on. Share time is **VERY IMPORTANT** and should not be skipped. Some of the benefits include:

- a way to assess what students have and have not learned.
- students learn to listen, think, and talk about their learning
- keeps kids on task, knowing that they will have to discuss their work during share time

Some great strategies for sharing include:

- **Knee to knee:** partners go knee to knee to discuss a teacher's question or share what they learned/did in Reading Workshop.
- **Individual Share:** teacher asks one student to share something they practiced that the teacher noticed during Reading Workshop.
- **Group Share:** Have students sit in groups to have discussion on a topic or a strategy.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Reciprocal Teaching**

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

#### **Why use reciprocal teaching?**

- It encourages students to think about their own thought process during reading.
- It helps students learn to be actively involved and monitor their comprehension as they read.
- It teaches students to ask questions during reading and helps make the text more comprehensible.

|                     |                  |                     |                       |
|---------------------|------------------|---------------------|-----------------------|
| <b>When to use:</b> | • Before reading | • During reading    | • After reading       |
| <b>How to use:</b>  | • Individually   | • With small groups | • Whole class setting |

#### **How to use reciprocal teaching**

Before Reciprocal Teaching can be used successfully by your students, they need to have been taught and had time to practice the four strategies that are used in reciprocal teaching (summarizing, questioning, predicting, clarifying).

One way to get students prepared to use reciprocal teaching: (from Donna Dyer of the North West Regional Education Service Agency in North Carolina)

1. Put students in groups of four.
2. Distribute one note card to each member of the group identifying each person's unique role:
  - Summarizer
  - Questioner
  - Clarifier
  - Predictor
3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading
5. The Questioner will then pose questions about the selection:
  - Unclear parts
  - Puzzling information
  - Connections to other concepts already learned

***LANGUAGE ARTS CURRICULUM***  
***Instructional Strategies Resources***

**Reciprocal Teaching** (continued)

The *Clarifier* will address confusing parts and attempt to answer the questions that were just posed

The *Predictor* can offer predictions about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.

The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

# LANGUAGE ARTS CURRICULUM

## Instructional Strategies Resources

### Reciprocal Teaching (continued)

Name: \_\_\_\_\_

Chapter or Book title: \_\_\_\_\_



### Reciprocal Teaching Worksheet



<http://www.itre.ucf.edu/forpd/>

|                                                                                                                                                                                                 |                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Prediction:</b> Before you begin to read the selection, look at the title or cover, scan the pages to read the major headings, and look at any illustrations. Write down your prediction(s). |                                            |
| <b>Prediction:</b><br><br><br>                                                                                                                                                                  | <b>Support:</b><br><br><br>                |
| <b>Main Ideas:</b> As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section.                                                            |                                            |
| <b>Main Idea 1:</b> _____<br>_____<br>_____                                                                                                                                                     | <b>Question 1:</b> _____<br>_____<br>_____ |
| <b>Main Idea 2:</b> _____<br>_____<br>_____                                                                                                                                                     | <b>Question 2:</b> _____<br>_____<br>_____ |
| <b>Main Idea 3:</b> _____<br>_____<br>_____                                                                                                                                                     | <b>Question 3:</b> _____<br>_____<br>_____ |
| <b>Main Idea 4:</b> _____<br>_____<br>_____                                                                                                                                                     | <b>Question 4:</b> _____<br>_____<br>_____ |
| <b>Main Idea 5:</b> _____<br>_____<br>_____                                                                                                                                                     | <b>Question 5:</b> _____<br>_____<br>_____ |
| <b>Summarize:</b> Write a brief summary of what you read.<br><br><br>                                                                                                                           |                                            |
| <b>Clarify:</b> Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.                                                      |                                            |
| <b>Word or Phrase:</b><br><br><br>                                                                                                                                                              | <b>Clarify:</b><br><br><br>                |

# LANGUAGE ARTS CURRICULUM

## Instructional Strategies Resources

### TRAIN YOUR BRAIN TO READ BOOKMARK

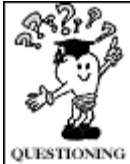


Make a PREDICTION when:

- a title is given
- headings are provided
- the author poses a question in the text
- the text suggests what will be discussed next

Prediction stems:

- Based on the title, I predict this is going to be about...
- I already know these things about the topic/story...
- I think the next chapter/section will be about...
- Based on... (a clue), I predict...
- Based on what \_\_\_ said/did, I predict...



Ask TEACHER-LIKE QUESTIONS:

- Who is \_\_\_?
- What is/does \_\_\_?
- When is \_\_\_?
- Where is \_\_\_?
- Why is \_\_\_ significant?
- Why does \_\_\_ happen?
- What are the parts of \_\_\_?
- How is \_\_\_ an example of \_\_\_?
- How do \_\_\_ and \_\_\_ compare?
- How are \_\_\_ and \_\_\_ different?
- How does \_\_\_ happen?
- What is most important \_\_\_?
- What is your opinion of \_\_\_?



CLARIFY hard parts when:

- you don't understand
- you can't follow the text
- you don't know what a word means

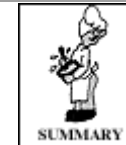
Clarifying stems:

- I don't really understand...
- A question I have is...
- A question I'd like answered by the author is...
- One word/phrase I do not understand is...



VISUALIZE a picture in your mind:

- When I read this, I imagine that...
- As I read, in my mind I see...



How to do a SUMMARY:

- Look for the topic sentence.
- Look for who, what, when, where, why, and how.
- Omit unnecessary information.

Summary Stems

- This story/paragraph is mostly about...
- The topic sentence is...
- The author is trying to tell me...





A framed summary sentence:

This story/passage about \_\_\_ begins with \_\_\_, discusses (or develops) the idea that \_\_\_, and ends with \_\_\_.

# LANGUAGE ARTS CURRICULUM

## Instructional Strategies Resources

### Reciprocal Teaching (continued)

|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Predict:</b></p> <p>Based on what you've read and what you know, what do you think will happen next?</p> <p>What clues helped you to think about what will happen next?</p> <p>Is your prediction logical?</p>                                                                                                                                    | <p><b>Clarify:</b></p> <p>Was there a word you weren't sure about? What is it? What page is it on?</p> <p>What can we predict it means?</p> <p>How can we check it?</p>  <p>Were there any ideas that were confusing to you or that you don't understand?</p> <p>What strategies can we use to figure this out?</p> |
| <p><b>Question &amp; Connect:</b></p> <p>Is there anything that you did not understand?</p> <p>Is there anything that did not make sense?</p> <p>What were you thinking about as you were reading?</p> <p>Has anything like this ever happened to you?</p> <p>Have you ever known anyone like this character?</p>  <p>What are you curious about?</p> | <p><b>Summarize:</b></p> <p>What are the most important ideas or events?</p> <p>What does the author want you to remember or learn from this?</p>  <p>What is the most important information in this passage?</p> <p>What was this passage mostly about?</p> <p>In your own words...</p>                           |

Source: [http://www.readingrockets.org/strategies/reciprocal\\_teaching?theme=print](http://www.readingrockets.org/strategies/reciprocal_teaching?theme=print)



## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Repeated Readings**

**USE:** All Content Areas - All Grade Levels - During Reading

**FOCUS:** Fluency

**FOR DETAILED INFORMATION SEE:** Carnine, Silbert, Kame'enui, and Tarver, 2004; Honig, Diamond, and Gutlohn, 2000

This activity involves the use of the repeated-reading technique for improving students' reading fluency. It may be used in any grade for students needing work on fluency; a wide range of reading materials, including both fiction and nonfiction (e.g., content area textbooks), may be used. However, the reading materials should be at individual students' instructional to independent reading levels (i.e., materials in which a student can read with 90-100 percent word accuracy). That is, the technique is intended to be used with text the student can read fairly accurately, but not quickly or with ease.

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher selects a 100-200 word passage for reading practice. The passage should be too long for students to memorize. Different passages may be used for different students, and students may help to select the passage.
2. The teacher models reading a separate passage (one not being read by any student) aloud. She/he discusses the importance of accurate and fluent word reading, as well as phrasing and expression, to comprehension. The teacher also notes the importance of practice to developing fluency.
3. Using a one-minute timer, the teacher has each student do an initial reading of the passage. The student reads the passage aloud (to her/himself or to a partner), underlines any unknown words, and makes a vertical line after the last word read when the timer goes off. The student or partner counts the number of words read correctly in one minute.
4. The teacher circulates among students, helps students read any unknown words, and sets a new target rate for each student based on his or her initial rate. The new target rate should be high enough that the student will need to practice the passage several times; Carnine et al. suggest a rate about 40 percent higher than the original rate. For instance, if a student read 60 words per minute on the first try, the new target rate would be  $60 + 24$ , or 84 words per minute.
5. Students do multiple re-readings of their passages until they reach their target rates. Students who reach their target rates on the first passage may move on to a new passage (but with the same target rate). If students are working in pairs, they alternate roles in terms of reading aloud vs. keeping track of time and counting words.
6. Students who maintain their target rates on multiple passages over several class sessions may increase their target rates another 40 percent. Fluency activities should continue until students can read grade-appropriate materials at desired reading rates; Carnine et al. suggest 150 words per minute for students in Grade 4 and up.

Source: Connecticut State Department of Education's [\*Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas\*](#) (pg 73)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Response Notebooks**

**USE:** All Content Areas - All Grade Levels - Before, During and After Reading

**FOCUS:** Comprehension Strategies: Questioning, Inferring, Activating Background Knowledge

**FOR DETAILED INFORMATION SEE:** Readence, Moore, Rickelman, 2002; Hinson, 2000

Writing is a very powerful learning tool. Students benefit greatly from exploring their thinking through writing. They clarify their ideas, identify confusing points, integrate new information with their background knowledge, and deepen their understanding and memory of the reading. Response notebooks provide many opportunities for students to use writing as a tool for learning. Teachers can use response notebooks or journals before students read an assignment, during the reading, and/or after the reading.

Response notebook entries can be as simple or complex as the teacher chooses. One effective, efficient, simple way to use a response notebook is to pose an open-ended question before reading, have students respond after reading and then have students share with partners. Open-ended questions that have no single correct answer provide students with many possibilities for extending meaning. Here are just a few examples of possible open-ended questions: Was the title of the book/chapter a good one? Why or why not? How is this book similar to or different from other books you have read? Is there anything in the reading so far that you do not understand, and if so, what is it? What makes a book a “good” one for you, and is this book in that category? Do you like the author’s style of writing? Why or why not? If you could change the ending of the book, would you change it? Why or why not? Response entries may also require students to document their ideas with evidence from the text or react to another student’s entries.

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher introduces the response journal and models how to respond to open-ended questions, make connections to background knowledge, share feelings, justify opinions, etc.
2. Students then read and create their own responses in their notebooks or journals.
3. The teacher then asks students to share with the class and/or collects the journals, reads each student’s journal entry and gives feedback.
4. The teacher and students discuss how they can use this strategy on their own and how it facilitates understanding and critical thinking.
5. Students throughout the year write regularly in their response notebooks and use their entries for class discussion, personal reflection or the basis for writing more formal pieces.

There are many models for a reader-response notebook. One model asks readers to write specific passages in one column and respond to them in an adjacent column. Students should be encouraged, through modeling, to provide extensive personal responses that include their own questions and reflections.

## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies Resources***

#### **Response Notebooks** (continued)

| <b>Text</b>                                                                                                      | <b>Response or questions</b>                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The teacher or students provides a direct quote from the text that is challenging, interesting and/or confusing. | The student responds to the quote by predicting what will happen, what is confusing and why the quote is interesting (or uninteresting). It is a personal response to the passage chosen. |

To avoid the common occurrence of the one or two short, superficial responses or a listing of facts only, the teacher needs to model a complete, thoughtful response and discuss his/her thinking process. Students should be encouraged to share quotes and responses in the discussion about the text.

Another variation of the response notebook is the dialogue notebook. Students share notebooks and respond to one another in a third column. The dialogue notebook emphasizes the important connection between reading and writing; it is this connection that leads to improved reading comprehension.

| <b>Text</b>                                                          | <b>Response</b>                                                                                                     | <b>Dialogue</b>                                                                                               |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| The student chooses a challenging, interesting or confusing passage. | He or she writes an initial response to the passage. This response may be only further questions about the passage. | Another student reads the passage and the response and offers further insight or perhaps even more confusion. |

While the students are engaging in a written dialogue with one another, they are constructing meaning and deepening their understanding of the text. Again, it is necessary for the teacher to model this process initially with teacher-selected passages and teacher-prepared responses.

The **dialectical notebook** is another response journal format. It asks students to respond to and make sense of a text. They are asked to write what they find interesting, boring, amusing, terrifying and/or confusing. They can relate what they are reading to other parts of a text, other texts and their own experience. Every response they make must be grounded on a piece of the text, some word, phrase, sentence or paragraph that is the focus of their comment. Types of responses may be (1) their first reaction to the text: what is confusing, annoying, intriguing, and why; (2) what the text reminds them of from their own experience or other texts; and (3) the bias of the writer/narrator and indicators of the bias. The dialectical notebook is designed for the students to use as a learning tool. It is an opportunity to dialogue with authors, to question their perceptions and ideas and to extend knowledge.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Semantic Feature Analysis**

The semantic feature analysis strategy uses a grid to help you explore how a set of things are related to one another. By completing and analyzing the grid, students are able to see connections, make predictions and master important concepts. This strategy enhances comprehension and vocabulary skills.

#### **Why use semantic feature analysis?**

- It illustrates how words are both similar and different and emphasizes the uniqueness of each word.
- It draws on students' prior knowledge and uses discussion to elicit information about word meanings.

|                     |                  |                     |                       |
|---------------------|------------------|---------------------|-----------------------|
| <b>When to use:</b> | • Before reading | • During reading    | • After reading       |
| <b>How to use:</b>  | • Individually   | • With small groups | • Whole class setting |

#### **How to use semantic feature analysis**

1. Select a category or topic for the semantic feature analysis.
2. Provide students with key vocabulary words and important features related to the topic.
3. Vocabulary words should be listed down the left hand column and the features of the topic across the top row of the chart.
4. Have students place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic. If the word does not align students may put a "-" in the grid. If students are unable to determine a relationship they may leave it blank.

***LANGUAGE ARTS CURRICULUM***  
***Instructional Strategies Resources***

**Semantic Feature Analysis** (continued)



**SEMANTIC FEATURE ANALYSIS**

| Features<br>→ |  |  |  |  |  |
|---------------|--|--|--|--|--|
|               |  |  |  |  |  |
|               |  |  |  |  |  |
|               |  |  |  |  |  |
|               |  |  |  |  |  |

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Shared Reading**

##### **What is Shared Reading?**

Shared Reading is an interactive reading experience. Children join in the reading of a big book or other enlarged text as guided by a teacher or other experienced reader. Shared Reading is generally accomplished using an enlarged text that all children can see. Student interactivity is the distinguishing feature of Shared Reading versus Reading Aloud. Selected books must be suitable for students to join in the experience. During the reading the teacher or another reader involves the children in reading together by pointing to or sliding below each word in the text. This provides children the opportunity to participate and behave like a reader. Shared reading models the reading process and strategies used by readers. The teacher deliberately draws attention to the print and models early reading behaviors such as moving from left to right and word-by-word matching.

Shared Reading creates a risk-free environment, allowing children to focus on the enjoyment of the story.

The selected book must have the possibility of multiple readings for enjoyment. Many texts used in early stages of literacy have a repeating refrain or rhyme to increase the enjoyment of reading the story over and over. The book is initially read by the teacher to model reading strategies. In subsequent readings, the children become more interactive.

##### **Teaching Methods**

Initial reading (done by teacher) follows this pattern: Gather children in an area close to the book. The book must be easily seen by the children.

- Introduce book (share theme, examine title, cover, illustrations, etc. make predictions)
- Excite student's imagination and relate prior experience to text
- Concentrate on enjoying the text as a whole (Read with few stops)
- Encourage students to use background knowledge to make predictions
- Encourage spontaneous participation in the reading of the story
- Discuss personal responses to the book
- Be positive in accepting/encouraging children's responses
- Teacher is almost entirely responsible for the reading of the text.
- Close Reading- (Subsequent readings)
- Direct children's attention to various aspects of the text, and reading strategies, and skills. Many of the strategies needed for independent reading can be taught during shared reading, especially when shared reading takes place with a small group versus the whole class.
- Identify vocabulary, ideas and facts, discuss author's style, skill, and viewpoint. Remember to focus on the enjoyment of the story. Try not to draw attention away from the story with too many teaching points or too much attention to detail.
- Experiment with intonation and expression, discuss colorful phrases or words.
- Attend to teaching points as they arise.

## ***LANGUAGE ARTS CURRICULUM***

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#### **Shared Reading** (continued)

The children's contributions may range from reading in their heads or mouthing some of the words to more complete renderings which may include a number of approximations. Techniques for children participation could include:

- choral reading
- oral cloze (where the teacher pauses or drops his/her voice out of a choral reading)
- dramatization
- recording children reading the text
- masking activities
- word work such as "Be the Words" or sorting the words

Help children become familiar with texts so they can use the book independently for writing and reading.

The benefits of Shared Reading can be extended when teachers and children choose to make their own "big book" in response to a story or text. This provides a way for the teacher to model how author's ideas can be revisited and related to one's own experiences.

#### **Classroom Activities – Alphabet Frame**

Students having learned about a topic begin recall and list words that reflect their understanding. For example students studying bears might decide that den, honey, furry, and hibernate are key concept words. They might write

- D is for bears. Why? Because bears live in dens.
- H is for bears. Why? Because bears love to eat honey.
- F is for bears. Why? Because bears are furry.
- The students can illustrate their sentences.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Shared Writing**

##### **Definition:**

Shared (Interactive) Writing is a teaching process where the teacher and children collaborate to write a text together, using a “shared pen” technique that involves children in the writing. The teacher has most of the responsibility as she acts as the scribe. The children are invited to write the parts that they know while the teacher fills in the unknown. In a large or small group, the teacher uses chart paper or a white board, markers, and post-it tape.

##### **Why?**

The purpose of Shared Writing is to demonstrate how writing works by showing children that their ideas can be recorded on paper and that they can participate in that recording process (writing). In addition, Shared Writing provides opportunities for children to develop concepts about print (directional movement, return sweep, one to one matching, etc.), and to participate and behave like writers.

##### **Student Objectives - Students will:**

- practice communicating for different purposes through writing
- develop an understanding that letters make words and words make sentences
- develop concepts about print
- develop an understanding of use of punctuation
- re-read for clarity and comprehension
- understand how a written piece is organized and that various genres are organized differently

##### **Suggested Teaching Sequence for a SHARED WRITING Lesson:**

###### **1. Plan the lesson**

- Decide on a focus (teaching point) for instruction based on the children’s needs. For example, is the teaching point to notice the difference in usage between upper case and lower case, spaces between words, or other concepts of print?
- Decide which motivational questions will pull children into process
- Collect materials

###### **2. Set the scene**

- Access prior knowledge through discussion
- Decide on text (can be teacher selected or children can compose text)



## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies Resources***

#### **Shared Writing** (continued)

##### **3. Write the text**

- Teacher may begin writing text, “thinking out loud” so children can connect the spoken word with writing.
- Teacher “shares the pen” at appropriate places. As with any teaching concept, the children take more responsibility as the year progresses.
- Children may use individual white boards or chalk boards and they can write along with the teacher.

##### **4. Re-read the text so that fluent reading is modeled**

##### **5. Help children make connections with familiar words, print concepts (review)**

##### **6. Review specific concept(s) presented in this lesson**

##### **7. Connect text to classroom context:**

- link to classroom activity, book, experience, etc. (past and/or future)
- engage in discussion of content
- ask questions about conventions of print

#### **What a SHARED WRITING Lesson Might Look Like:**

Ms. O’Connell’s class has gathered on the large group rug. The class is going to make a sign to go over the hall display which includes photos, drawings and documentation pages from the balls and ramps experiments they have been conducting in science. A lively discussion takes place. Suggestions were made from “Our experiments” to “This is what we did in science. We took a red ball and a blue ball and rolled them down.....”

Ms. O’Connell’s primary focus is to encourage the children to say a word slowly in order to hear and identify different sounds within words. She also encourages and reinforces those skills and strategies the children are already using.

Finally the class decides on a sentence that reads: “Here are the balls and ramps experiments we did in science.” Ms. O’Connell did have to guide the final choice in order to have some familiar words, a workable length sentence and to be sure that the sentence contained the needed information to support the teaching point. However, when the class is helping compose the text, sometimes the teaching point(s) will change from the original plan.

**T:** Let’s all say the story together.

**All:** Here are the balls and ramps experiments we did in science.

**T:** The first word is *Here*. What do you hear in *Here*?

**Ch:** *H*

## **LANGUAGE ARTS CURRICULUM**

### ***Instructional Strategies Resources***

#### **Shared Writing** (continued)

- T:** Karen, you come up and write it on the chart. (Karen writes *H*.) What else do you hear, say it slowly, h-e-r-e. (Karen writes *e r*.) And there's a silent *e* on the end, I will write it at the end. I've forgotten the next word. Let's go back and say our sentence again.
- All:** Here are the balls and ramps experiments we did in science.
- T:** Who can write the word *are*? (A hand goes up.) Billy, come write the word *are*. (Billy writes *a r* and the teacher fills in the *e* on the end.) Let's read our sentence again from the beginning.
- All:** (Teacher points to each word as it is read.) Here are.....
- T:** *the*. Who can write the word *the*? (Several hands go up.) Larry, come write the word *the*. (Larry writes *the*.) Let's read our sentence again from the beginning so we can remember what should come next.
- All:** (Teacher points to each word.) Here are the.....
- T:** *balls*. Who can write the first sound? (A hand goes up.) Carmen, come write the first sound. (Carmen writes *b*.) What else do you hear? (Carmen says *l* and teacher acknowledges that there is an *l*, but explains that first there is an *a*, and teacher writes the *a*. Then Carmen writes the *l* and teacher fills in the other *l*.) Let's read our sentence again from the beginning.
- All:** (Teacher points to each word.) Here are the balls.....
- T:** *and*. Who can write the word *and*? (Several hands go up.) Maria, come write the word *and*. (Maria writes *and*.) Let's read our sentence again.
- All:** (Teacher points to each word.) Here are the balls and.....
- T:** *ramps*. Say the word *ramps* very slowly. Let's stretch the sounds.
- All:** r-a-m-p-s
- T:** What can you hear in ramps? (Hands go up.) Ana, what do you hear?
- Ch:** *m*
- T:** Good for you! There is an *m*. You hear it in the middle. Say the word slowly and listen to what you hear at the beginning.
- Ch:** r-a-m-p-s. *r* (Ana writes *r*, teacher fills in *a*, Ana writes *m*.)
- T:** What else do you hear? Let's say it again, slowly.
- Ch:** r-a-m-p-s. (Ana writes *p s*.)
- T:** Let's read our sentence again.
- All:** (Teacher points to each word.) Here are the balls and ramps.....
- T:** *experiments*. What do you hear? (Max raises his hand.)
- Ch:** I think I hear an *x*.
- T:** Good, first there is an *e*. (Teacher writes *e* and Max writes *x*.) Say the word slowly. e-x-p-e-r-i-m-e-n-t-s. What else do you hear? (Max writes *p*, teacher fills in *e r i*.) Say the word slowly again, e-x-p-e-r-i-m-e-n-t-s. What else do you hear? (Max writes *m*, teacher fills in *e*.) Say the word slowly again, e-x-p-e-r-i-m-e-n-t-s. What else do you hear? (Max says *t* and *s* and teacher acknowledges that there is a *t* and an *s*, but explains that first there is an *n* and teacher writes the *n*. Then Max writes the *t* and the *s*. Let's read our sentence again.
- All:** (Teacher points to each word.) Here are the balls and ramps experiments.....
- T:** *we*. Who can write *we*? (Hands go up.) Paul, come write the word *we*. (Paul writes *we*.) Let's read our sentence again.
- All:** (Teacher points to each word.) Here are the balls and ramps experiments we.....

**LANGUAGE ARTS CURRICULUM**  
***Instructional Strategies Resources***

**Shared Writing** (continued)

**T:**     *did*. Who can write *did*? (Hands go up.) Selina, come write the word *did*. (Selina writes *did*.) Let's read our sentence again.

**All:**   (Teacher points to each word.) Here are the balls and ramps experiment we did.....

**T:**     *in*. Who can write the word *in*? (Hands go up.) (Stephanie writes *in*.) I'll write the last word *science*. Let's read our whole sentence together.

**All:**   (Teacher points to each word.) Here are the balls and ramps experiments we did in science.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Show, Don't Tell: Using action words**

To strengthen their writing and make it livelier, students will learn to use action words to show how their characters feel.

#### **Learning outcomes**

Students will:

- use action words to show a character's feelings.
- identify places in their own writing where they can use action words to show characters' feelings and emotions.

#### **Teacher planning**

Time required for lesson: 1 hour

#### **Materials/Resources**

- A copy of the book *The One in the Middle Is a Green Kangaroo* by Judy Blume
- An object, such as a wrapped present, to use to tell a story
- "Show, Don't Tell" handout for each student

#### **Activities**

##### **Modeling/Mini-Lesson**

1. Tell students that good writers don't **tell** how their characters feel, they **show** how they feel. For example, instead of **telling** readers that "Freddy was sad," a good author would use action words to **show** readers that Freddy was sad: "Freddy cried."
2. Tell students that you will be reading a good example of an author using action words to **show** how a character feels instead of **telling** how he feels. Ask students to listen as you read for action words that **show** how Freddy, the main character, feels.
3. Read from the book, *The One in the Middle Is a Green Kangaroo* (p. 29) (The teacher may select another story that does a good job of describing the actions that reveal the character's feelings.) Have students give examples from the story of how the author uses action verbs to **show** how the characters feel. Discuss how this makes the story easier for the reader to see.
4. Show students an object, for example, a wrapped present. Tell a story about getting a surprise present, opening the present, and **showing** surprise through your actions. big eyes, hands on face, mouth like an O, etc. Demonstrate gestures and actions.

##### **Guided Practice**

1. Give students the "Show, Don't Tell" Handout (see attachment [pdf](#) | [rtf](#)). Have students discuss and fill out their grids on the handout by writing down actions that they might show while experiencing the feelings on the handout. It is effective to have students act out the feelings, and let others in the class discuss and write what they see their classmates doing. For example:

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### ***Instructional Strategies Resources***

#### **Show, Don't Tell: Using action words** (continued)

*I was shy*

- I looked down at the floor
  - I swayed from side to side.
  - I nibbled on my fingernail.
  - My eyes peeked out from under my eyelashes as I looked at the new girl.
1. Remind students that, when they write, they should show the reader what the characters feel by using gestures and movement.

#### **Independent Practice**

1. Encourage students to look at stories they've written and revise the parts that could be classified under **show** rather than **tell**!
2. Teachers may highlight one part in each student's story where "Show, Don't Tell" could be used.
3. Continue to point out examples of authors using action verbs to **show**, not **tell**, in the stories that you read to the class.
4. Have small groups of students search for examples of authors using action verbs to "Show, Don't Tell" in the stories that they are reading. Have groups share their examples with the class.

#### **Assessment**

Can students:

1. Identify places in the story where the author uses action words effectively?
2. Incorporate action words into their own writing?

#### **Supplemental information**

- Writing Feature: Support and Elaboration
- Writing Process Stage: Revising
- Writing Environment: Expressive
- Writing Genre: Personal narrative and imaginative narrative

**LANGUAGE ARTS CURRICULUM**  
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**Show, Don't Tell: Using action words** (continued)

Student handout

|                  |                    |
|------------------|--------------------|
| I was happy.     | I was shy.         |
|                  |                    |
| I was surprised. | I was sad.         |
|                  |                    |
| I was hot.       | I was embarrassed. |
|                  |                    |
| I was sick.      | I was having fun.  |
|                  |                    |

Source: <http://www.learnnc.org/lp/pages/4028?style=print>

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Sketch to Stretch**

Student read and/or listen to a selection, then create a sketch related to their reading. It is helpful to demonstrate this first so that students understand that the goal is to create a general image rather than focusing on small details. During the demonstration, a think aloud technique helps students to see how you reflect on the entire story, then pull points together into your quick sketch.

It is also helpful to have students use pencils to sketch so the emphasis is on collecting thoughts rather than on artistic competence. A timer helps as well so that students understand this is a moment to quickly collect their thoughts about the story using a ‘doodling’ technique.

Some students benefit from being asked an open-ended question such as: What did you learn? What did this mean to you? What did it make you think about? What key ideas stayed with you? or What did you think was the most significant part of the story?

After sketching, students share and explain their drawings in small groups. Their sharing should focus on why they drew what they did and what they attempted to represent. The verbal explanation and the resulting conversations are more important to extending understanding than the sketch. The sketch is a vehicle for collecting thoughts and rehearsing for the conversation.

This strategy is especially powerful for students who may be challenged with literacy learning as it provides much-needed quiet time. The drawing provides a quiet atmosphere during which all students can collect their thoughts about their reading and increases likelihood that all can be a contributor to the discussion.

After sharing within groups, each group can select a sketch to share with the whole group or focus on a unifying theme that was present in all of their sketches.

#### **The role of the teacher**

- Demonstrate the process.
- Be a partner, doing a sketch and talking about it.
- Encourage students to talk about their reactions to reading.
- Stimulate conversation about personal meanings they have constructed related to the reading.

This strategy works well with all genres. In addition to high quality literature, you may want to consider using current events in the newspaper, poetry, literature, science experiments, concepts in social studies, health, math, or as a pre-writing experience.

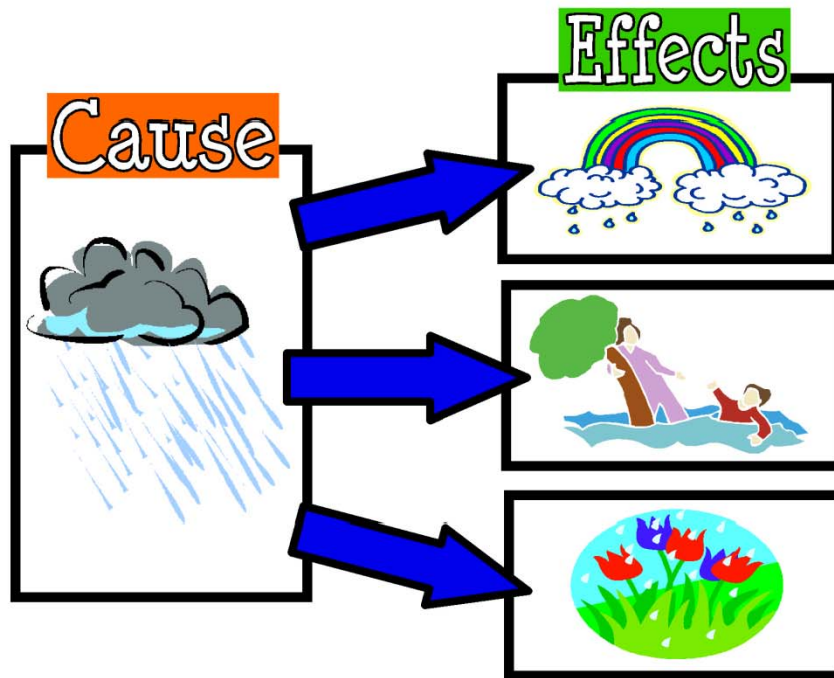
Source: Hoyt, Linda. Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension. Heinemann: 2008.

Text Structure

Text Structure

# Cause and Effect

Shows relationship between **cause** (event) and **effect** (what happened because of the event)



consequently  
therefore  
as a result  
reason why  
because of  
may be due to



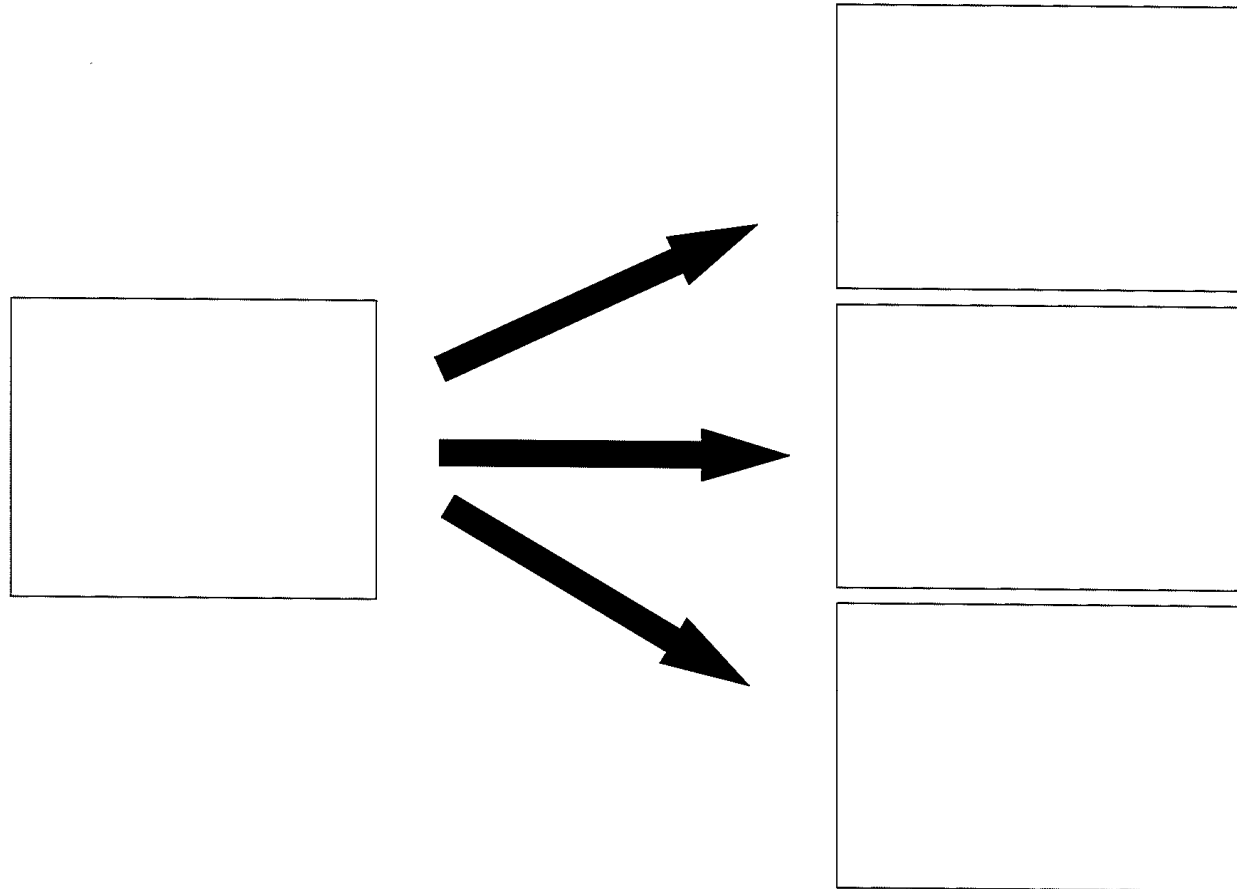
***LANGUAGE ARTS CURRICULUM***  
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**Text Structure** (continued)

Name: \_\_\_\_\_

**Cause and Effect**

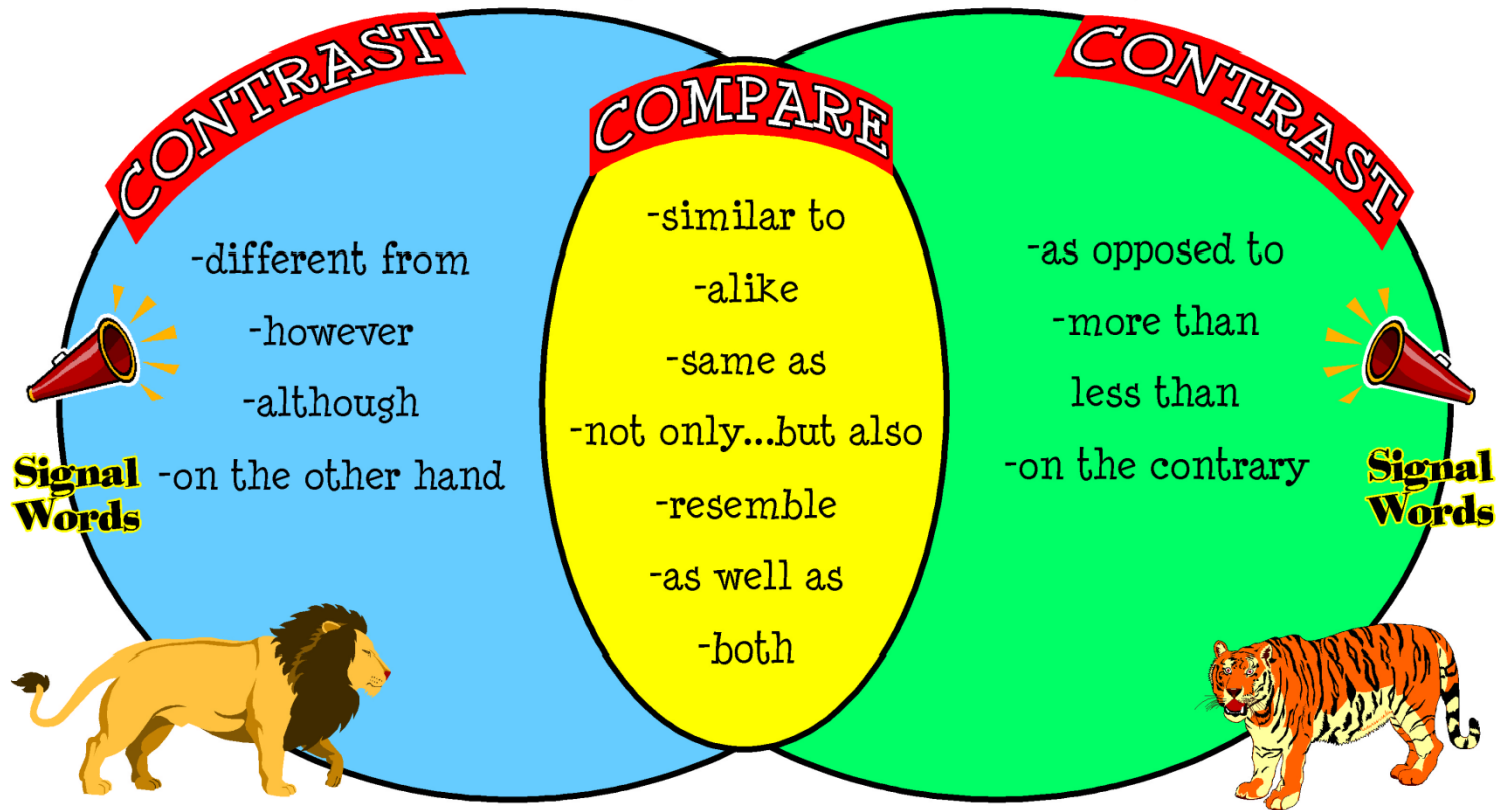
Presents cause and effect relationships



Text Structure (continued)

# Text Structure Compare and Contrast

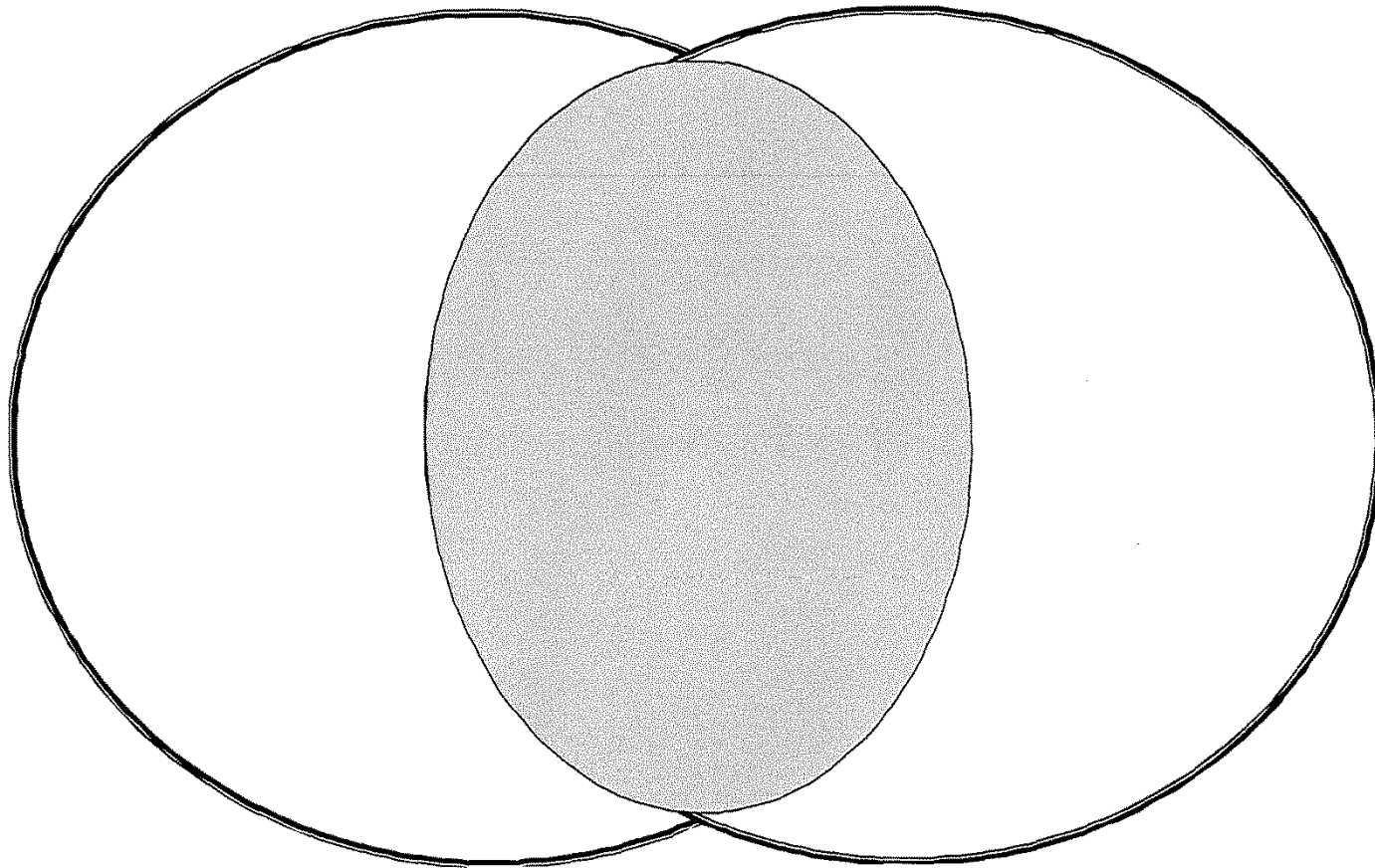
Shows how two or more things are alike and/or how they are different



***LANGUAGE ARTS CURRICULUM***  
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**Text Structure** (continued)

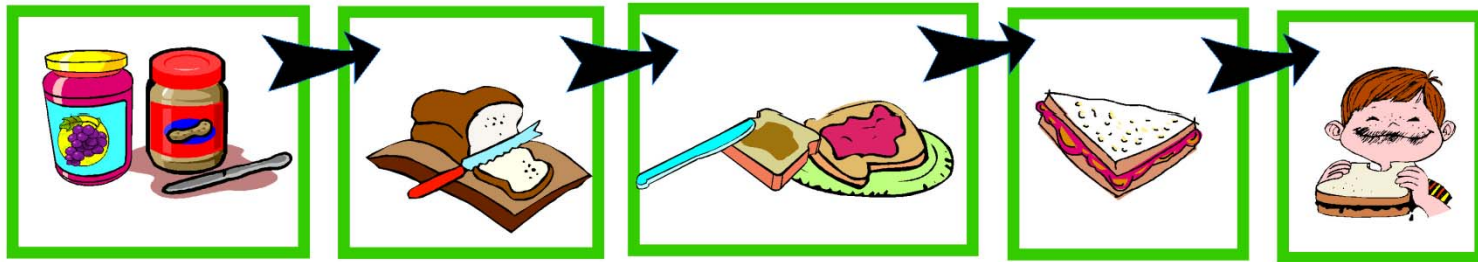
Name:



Text Structure (continued)

# Sequential

Describes events in order or explains the steps one must follow to do something or make something



Signal  
Words



first, second, next, last,  
another, then, finally,  
after that, before

***LANGUAGE ARTS CURRICULUM***  
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**Text Structure** (continued)

Name \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

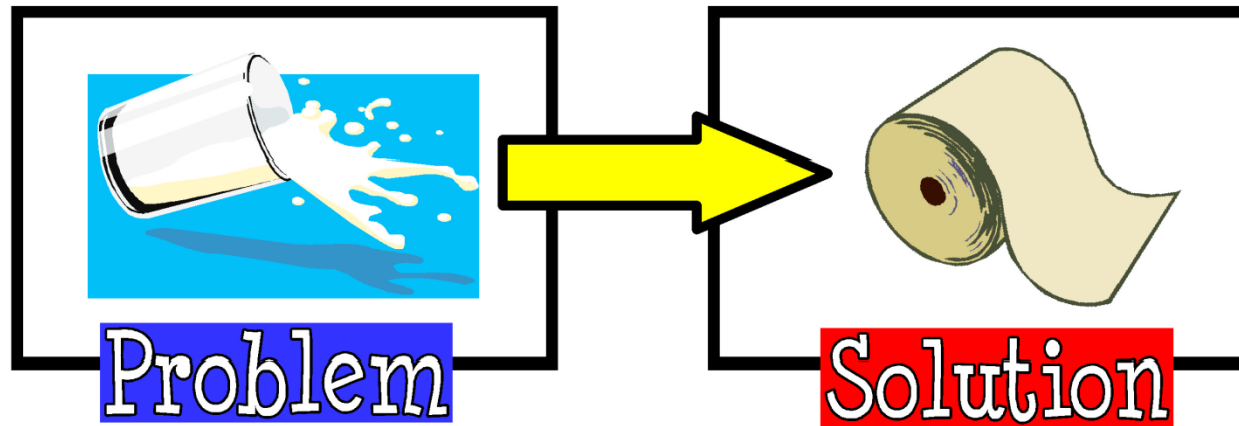
5. \_\_\_\_\_  
\_\_\_\_\_

Text Structure (continued)

Text Structure

# Problem and Solution

Tells about a problem and then gives one or more solutions



**Signal Words**



consequently, therefore, as a result,  
thereby, leads to, because of

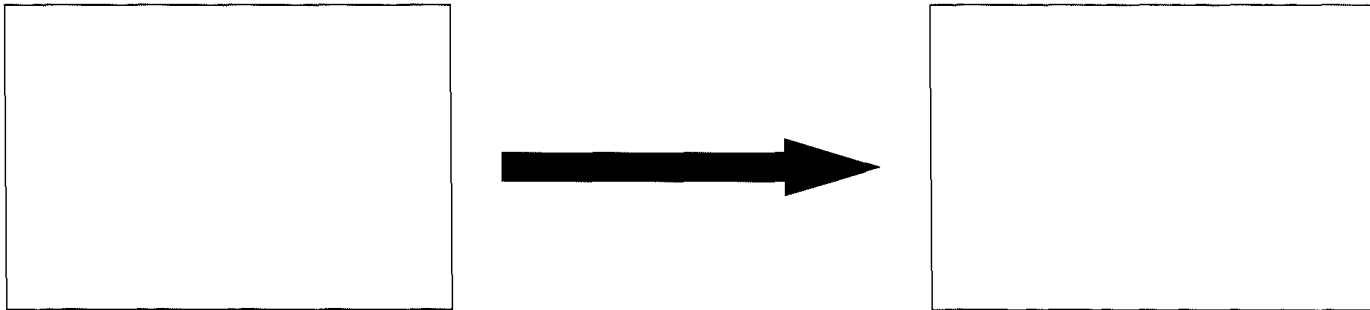
***LANGUAGE ARTS CURRICULUM***  
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**Text Structure** (continued)

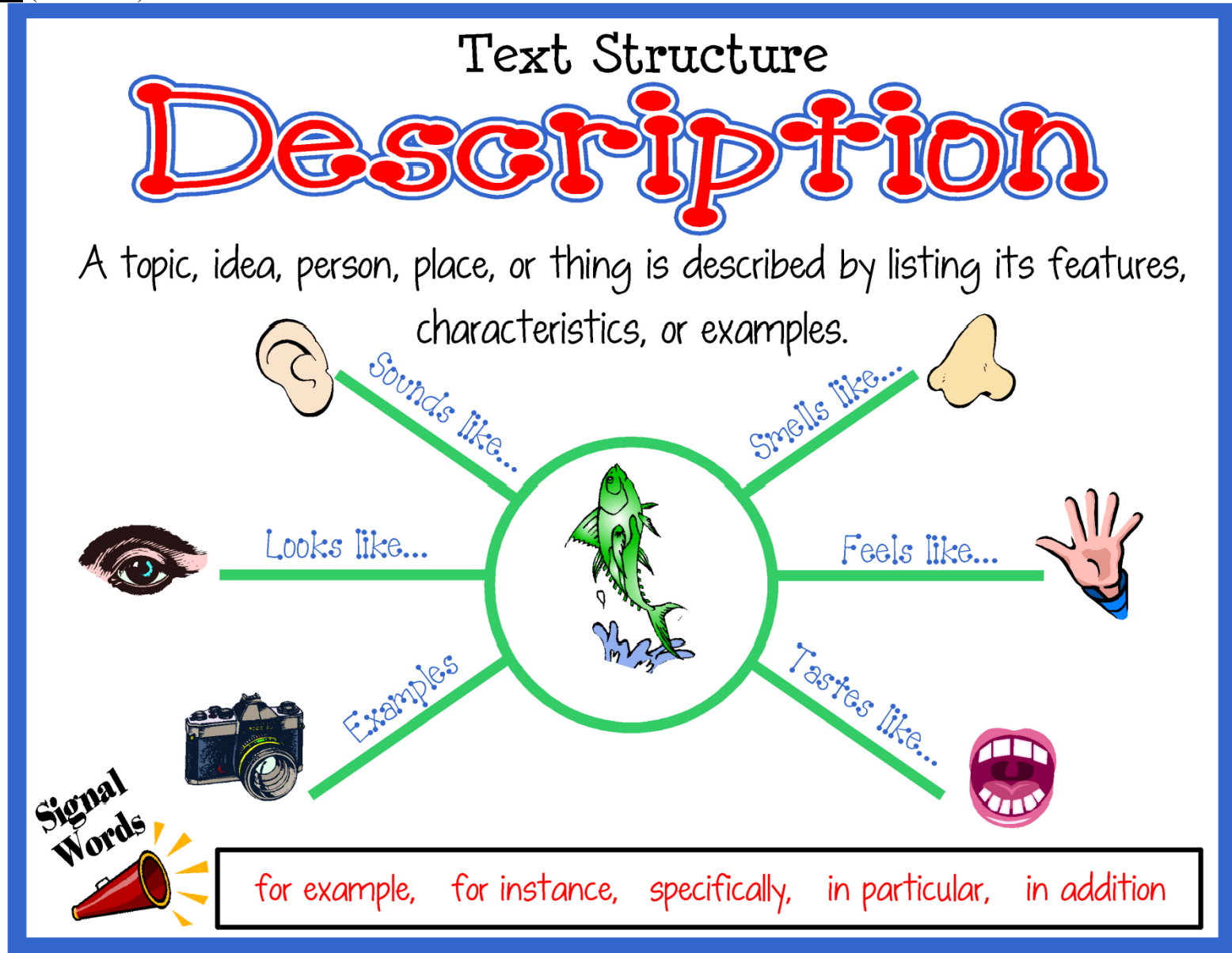
Name: \_\_\_\_\_

**Problem and Solution**

Identifies a problem and a solution to the problem.



Text Structure (continued)



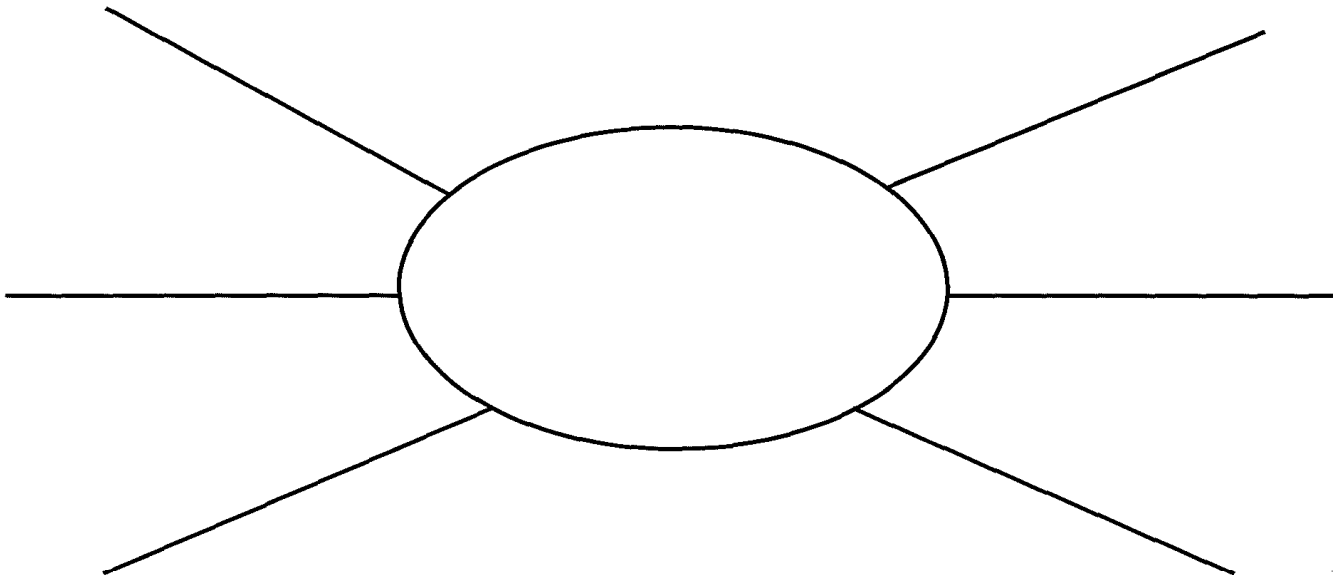


***LANGUAGE ARTS CURRICULUM***  
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**Text Structure** (continued)

Name:

## Description



## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Think-Alouds / Metacognitive Process**

**USE:** All Content Areas - All Grade Levels - Before, During Reading

**STRATEGY FOCUS:** Comprehension Strategies: Monitoring for Meaning, Predicting, Making Connections

**FOR ADDITIONAL INFORMATION SEE:** Hinson, 2000; Wilhelm, 2001

The think-aloud is a powerful, versatile teaching tool. It is an activity in which the “expert reader” (the teacher) demonstrates for students the thinking that occurs as he/she constructs meaning from a text. The “expert” reader makes visible to the students the thinking, questioning, predicting, reflecting, connecting and clarifying that occurs during reading. A think-aloud allows the student “to see” the reading strategies an “expert” reader uses.

#### **PROCEDURE (begin by explaining and modeling):**

Wilhelm (2001) suggests following these steps in planning and using a think-aloud:

1. The teacher chooses a short piece of text.
2. The text should be interesting to students and at their instructional level.
3. The teacher explains how a think-aloud works and identifies the strategies being used.
4. Select one or two of the core reading strategies.
5. Tell students the purposes for reading the text.
6. Tell students to listen for the strategies the teacher is using as he/she thinks aloud.
7. The teacher reads the text aloud and thinks aloud as he/she reads.
8. Read the text slowly and stop frequently to “think-aloud” — reporting on the use of the targeted strategies — “Hmmm...” can be used to signal the shift to a “think-aloud” from reading.
9. Students underline the words and phrases that helped the teacher use a strategy.
10. The teacher and students list the strategies used.
11. The teacher asks students to identify other situations in which they could use these strategies.
12. The teacher reinforces the process with additional demonstrations and follow-up lessons.
13. When students are comfortable with the procedure, they can “help” the teacher as he/she does the think-aloud. The teacher models this process several times and students discuss how they might use the strategy and how it facilitates comprehension. Eventually, students should be able to do think-alouds on their own. A teacher may have students work with a partner or in small groups and practice thinking aloud.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Turn and Talk**

**When and Why:** We teach this pair discussion structure early in the year to engage kids in purposeful interaction from day one.

**Initiate:** Explain that there is no better way to understand information we read, hear, or see than to talk to someone else. Share that when we actively process information, we almost always learn, remember, and understand better.

**Teach/Model:** Round up another adult to model how you talk to each other about a piece of text. If no adults are available, invite a student to practice with you, and then model together for the class. Ask kids to notice what the two of you are doing. Read a piece of text silently (have observers read it also), and then talk with your partner about it. Demonstrate how you look each other in the eye, listen attentively, ask follow-up questions and other active listening behaviors.

**Guided Practice:** Have kids report out what they saw you doing. Record their responses on an anchor chart title “Turn and Talk Guidelines.” Add any they missed that you think are important. Then suggest a kid-friendly topic and ask them to turn and talk. Give them about thirty seconds, then have them regroup and share what they discussed and what they learned both about and from each other. When you ask kids to turn and talk, you can vary the prompts. Some are open-ended thinking prompts such as *Turn and talk about what you are thinking; turn and talk about what you are wondering*. Others are more specific: *Turn and talk about the main character; turn and talk about the senator’s position on this bill*. We generally tend to ask more open-ended thinking prompts, but we also pose some specific topics, particularly if we think our students are missing something important.

Turn and Talk Guidelines:

Use eye contact

Listen attentively

Ask follow-up questions

Disagree politely

Share connections

Express reactions

**Collaborative Practice:** Turning and talking is one structure that cannot be practiced independently! So as you facilitate guided discussion either during a lesson or when kids are back in their work spaces, continue to ask them to turn and talk frequently. As with all strategies, kids become more proficient with practice.

Source: Key Lessons in Comprehension, Collaboration, and Inquiry by Stephanie Harvey and Harvey Daniels

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Visualizing**

**USE:** All Content Areas - All Grade Levels - Before, During Reading

**FOCUS:** Comprehension Strategies: Monitoring for Meaning

**FOR DETAILED INFORMATION SEE:** Keene and Zimmerman, 1997; Boyles, Southern Connecticut State University, 2004

Good readers create visual images or pictures in their minds as they are reading. Visualizing helps enhance a student's comprehension and memory of the text. Texts that evoke strong emotions often do so because readers can picture a particular situation.

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher reads a short selection aloud and models how he/she as a mature reader visualizes while reading.
2. The teacher reads another short selection and asks students to visualize as they listen. Discuss with the students what pictures they created in their minds and what words or ideas in the selection helped them create the pictures.
3. The teacher repeats the procedure several times until the students are comfortable with the concept of visualizing.
4. The teacher then asks students to read and visualize while they are reading and uses prompts such as:
  - a. When you were reading the story, did you make any pictures or images in your mind? Tell me everything you can about that picture or image.
  - b. What do you see in your mind when you read this particular sentence?
  - c. Do the pictures or images help you to understand the story? How?
5. The teacher closes this activity with a discussion of how students should use visualizing in their own reading and learning.

Source: Connecticut State Department of Education's [\*Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas\*](#) (pg 59)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Vocabulary by Analogy with Word Walls**

**USE:** All Content Areas - All Grade Levels – During Reading

**FOCUS:** Vocabulary

**FOR DETAILED INFORMATION SEE:** McLaughlin and Allen, 2002

The vocabulary-by-analogy helps students use morphemes (examples: *non-*, *-cracy*) to figure out the meaning of unknown words and make connections between words they know and new words. It targets common root words, prefixes and suffixes.

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher explains the meanings of common roots, prefixes and suffixes, and provides examples of each from the content vocabulary. (e.g., *democracy, triangle, bisect*)
2. The teacher and students create a word wall of these examples. Students may also create individual, personal word charts.
3. The teacher models for students, using a think-aloud, how to use these parts of words to figure out the meaning of unfamiliar words.
4. The teacher provides opportunities for students to practice figuring out new vocabulary by analogy in context. Prompt students with verbal cues if necessary. Refer them to use the class word wall as a resource.
5. The teacher encourages students to use this strategy to figure out the meaning of new words they encounter while reading.

Source: Connecticut State Department of Education's [\*Beyond the Blueprint: Literacy in Grades 4-12 and Across the Content Areas\*](#) (pg 71)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop - Kindergarten**

Depending on your class situation and available time, Writer's Workshop activities can be a useful and meaningful extension to TeachersFirst's online instructional units. Writer's Workshop is a teaching technique that invites students to write by making the process a meaningful part of the classroom curriculum. Writing is an expected activity on a daily basis. Students are exposed to the organization and thought required to create a story or write about a favorite topic. Because they are allowed to choose the topic, students are motivated to create and complete works to read to classmates. The Writer's Workshop format includes story planning, revision, teacher editing, and direct instruction in the mechanics of grammar.

For Kindergarten students, whose skills will greatly vary, the goal is to move pre-emergent/ emergent readers into the writing process by eliciting a story from a drawing, recording the student's words in dictation form on the drawing and encouraging the student to move from drawing to writing by guiding the student in the use of phonetics to sound out words. Ideally, students become enamored by the power of their words, and will strive for the independence of fluency. Writer's Workshop and can be paired with reading activities to create a powerful motivating tool when teaching literacy.

The Writer's Workshop is typically a part of each day, however, for teachers with a schedule problem it can be a 3 day a week activity. The main components of the Writer's Workshop include a Mini-lesson, Status of the class, Writing & Conferencing, and Sharing & Author's Chair. Some of these components may already be a part of your classroom routine.

#### **Mini-Lesson**

A Mini- Lesson is usually a 5-10 minutes whole class activity and may be as simple as doing guided writing from a story. An example is to lay out a favorite story's events in beginning, middle, and end form, create an idea web about the student's reactions to the story, or bring attention to basic use of punctuation. A group reading activity such as a big book, or song or poem written on chart paper can introduce patterns in language and rhyming words, it could be used to search for phonetic sounds, or even to recognize beginning site words. This is a direct teaching opportunity for teachers to present the information a class is ready to learn. Some teachers require students to use the mini-lesson information immediately; other teachers will gently re-introduce information to students at the conferring sessions according to their individual readiness.

#### **Status of the Class**

The Status of the Class takes about 2-3 minutes and provides the student and teacher with information about how the student's work is progressing. It can be done with a quick handing out of the folders and a quick response from the students such as Illustrating, Work in progress, Publishing, or it may be a bulletin board that has color coded cards. A written work must have the following format:

- Front cover: typically a piece of colored construction paper with title, author's name, and illustration (completed after the book is written and revised)
- Title Page: with title, author's name, and illustration and date of completion.
- Dedication Page
- Story pages: in order with page numbers, traced or in students writing with illustrations.
- Back Cover: usually a piece of colored construction paper with Author's page and self portrait or student photo on the inside. (This information can be completed after the book is written and revised.)

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Kindergarten** (continued)

##### **Write and Confer**

Writing & Conferencing is ideally a 20 - 40 minute session. In the beginning of the Kindergarten year however, shorter sessions may work better. As noted earlier students will begin by dictating, with the teacher taking down the student's words with a yellow highlighter after they finish an illustration. The student is then asked to write over the words with pencils or markers to make them all their own. This process provides small motor development, handwriting practice, and brings meaning to the written word.

The child receives a new page after they have illustrated, traced and reread the previous page to the teacher. This is called the conference; a teacher reviews the writing with the student. In Kindergarten editing is not a recommended part of the conference. Instead, the emphasis is on fluency of ideas and the connection of thought from page to page. This helps foster self-esteem. Individual students who are ready for punctuation can be guided in its use by the teacher. Depending upon the curriculum guidelines, spelling may be corrected, or inventive spelling may be respected as the developmental effort of the student. Many teachers will only very lightly pencil underneath if a child has created their own unreadable marks on the page telling the child, "This is so I can remember these important words you've written."

##### **Sharing: Author's Chair**

Sharing and Author's Chair usually take 10 minutes and be done either by having the students read to the class a "published book" or by children sharing their work in pairs. If peer editing is to be part of your classroom structure, careful introduction to a process such as TAG will be required. TAG stands for - tell one thing you liked about the story, ask one question, and give one suggestion.

Student Assessment is done by keeping a portfolio of revisions and copies of completed work.

Source: <http://www.teachersfirst.com/lessons/writers/writer-k.html>

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grade 1**

Depending on your class situation and available time, Writer's Workshop activities can be a useful and meaningful extension to Teachers First's online instructional units. Writer's Workshop is a teaching technique that invites students to write by making the process a meaningful part of the classroom curriculum. In the First Grade classroom, students learn to write daily through varied activities. Writer's Workshop exposes First grade students to the organization and thought required to create a story or write about a favorite topic. Because they choose the topic, students are motivated to create and complete works to read to classmates. The Writer's Workshop format includes story planning, revision, teacher editing, and direct instruction in the mechanics of grammar. In the First Grade, this teaching technique allows teachers to observe the learning progress of both reading and writing.

First Grade students' skills vary and progress at different rates. The goal, therefore, is to move emergent/ early fluency readers into the writing process by guiding them to use phonetics to sound out words, copy and use sight words in meaningful ways, create an awareness of punctuation, and refer to outside resources for spelling corrections. First Graders enjoy the independence of early independent writing, the power of their words to express thoughts, and the opportunity to describe experiences to classmates.

Writer's Workshop can also be paired with reading activities to create a powerful motivating tool when teaching literacy. A teacher can quickly see which words a student 'owns' by what they write; a teacher can see how a child approaches organization of thought by how a student presents ideas in a story and a teacher can see how a student's abilities grow through the year by the progression of plot and text in their writing.

The Writer's Workshop is typically a part of each day. However, for teachers with a schedule problem it can be a 3 day a week activity. Teachers with curriculum set by Districts may use Writer's Workshop as an occasional extension activity for specific curriculum units. The main components of the Writer's Workshop include a Mini-lesson, Status of the class, Writing & Conferencing, and Sharing & Author's Chair. Some of these components may already be a part of your classroom routine.

#### **Mini-Lesson**

A Mini- Lesson is usually a 5-10 minute whole class activity and may be as simple as doing guided writing from a story. An example is to lay out a favorite story's events in beginning, middle, and end form, create an idea web about the student's reactions to the story, or bring attention to basic use of punctuation. A group reading activity such as a big book, or song or poem written on chart paper can introduce patterns in language and rhyming words, it could be used to search for phonetic sounds, or even to recognize beginning site words. This is a direct teaching opportunity for teachers to present the information a class is ready to learn. Some teachers require students to use the mini-lesson information immediately; other teachers will gently re-introduce information to students at the conferring sessions according to their individual readiness.



## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grade 1** (continued)

##### **Status of the Class**

The Status of the Class takes about 2-3 minutes and provides the student and teacher with information about how the student's work is progressing. It can be done with a quick handing out of the folders and a quick response from the students such as Illustrating, Work in progress, Publishing, or it may be a bulletin board that has color-coded cards. A written work must have the following format:

- Front cover: typically a piece of colored construction paper with title, author's name, and illustration (This information can be completed after the book is written and revised)
- Title Page: with title, author's name, and illustration and date of completion.
- Dedication Page
- Story pages: in order with page numbers, traced or in students writing with illustrations.
- Back Cover: usually a piece of colored construction paper with Author's page and self portrait or student photo on the inside. (This information can be completed after the book is written and revised.)

##### **Write and Confer**

Writing & Conferencing is ideally a 20 - 40 minute session. In the beginning of the First Grade year however, shorter sessions may work better. First Grade students who are at the emergent literacy level will begin by dictating, with the teacher taking down the student's words with a yellow highlighter after they finish an illustration. The student is then asked to write over the words with pencils or markers to make them all their own. This process provides small motor development, handwriting practice, and brings meaning to the written word. Students with good small motor skills and an awareness of phonetics can be encouraged to write on their own. Initially, teachers may want to overlook corrections of standard spelling to allow students to focus on fluency of storytelling and to build confidence in their efforts.

The child receives a new page after they have illustrated, traced or written, and reread the previous page to the teacher. This is called the conference; a teacher reviews the writing with the student. In the beginning of First Grade editing is not the focus of the conference. Instead, the emphasis is on fluency of ideas, logical story ordering, and the connection of thoughts from page to page. This helps foster self-esteem. By the middle of First Grade teachers may begin to expect correct use of sight words and teachers can begin to guide students who are ready for punctuation. Depending upon the curriculum guidelines, spelling may be corrected, or inventive spelling may be respected as the developmental effort of the student. Many teachers will only very lightly pencil underneath if a child has created their own first attempts at writing marks on the page telling the child, "This is so I can remember these important words you've written."

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grade 1** (continued)

By the end of First Grade most students understand the need for correct spelling and that punctuation will make their thoughts clear to the reader. All students should be aware of the importance of their ideas. Teachers may use the editing process to encourage individual students to attempt more and more challenging writing. Teachers may keep a list of words that are being misspelled and use those as weekly spelling words. Some classrooms have word banks or picture dictionaries as references, it is important not to place spelling in competition with content in the early grades. Experience and editing will help the child strive for "publishable" quality material. Students love to have their writing typeset and "published" on the computer to illustrate, teachers can require student text be correctly spelled and punctuated before it can be considered suitable for publication. Publishing is a great motivating tool for all students, but great value needs to be placed on the process of first drafts and revisions. This is where the real business of literacy takes place and lifelong skills are developed.

#### **Sharing: Author's Chair**

Sharing and Author's Chair usually take ten minutes and be done either by having the students read to the class a "published book" or by children sharing their work in pairs. If peer editing is to be part of your classroom structure, careful introduction to a process such as TAG will be required. TAG stands for - tell one thing you liked about the story, ask one question, and give one suggestion.

Student Assessment is done by keeping a portfolio of revisions and copies of completed work.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grade 2**

Depending on your class situation and available time, Writer's Workshop activities can be a useful and meaningful extension to Teachers First's online instructional units. Writer's Workshop is a teaching technique that invites students to write by making the process a meaningful part of the classroom curriculum. In the Second Grade classroom students learn to write daily through varied activities. In Writer's Workshop, Second Grade students are exposed to the organization and thought required to create a story or write about a favorite topic and develop it into an understandable narrative with a focus.

Second Grade students shift from using pictures as a fuel for their stories, as in Kindergarten and First grade, to writing for the activity itself. Because they are allowed to choose the topic, students are motivated to create and complete works to read to classmates, in Second Grade peer conferencing can become a central part to the creative process. The Writer's Workshop format includes story planning possibly with peer conferencing, revision, teacher editing, and direct instruction in the mechanics of grammar. In the Second Grade this teaching technique allows students the opportunity to develop expression, revision strategy and skill in writing.

Second Grade students differ from First Grade and Kindergarten students. They become more aware of the audience they are writing for, and they will put more thought into the topic they choose to write about. Teachers will notice that independence and fluency is increasing, but a student may become more concerned about the final product rather than the actual process. In the Second Grade classroom the goals are to challenge the students to expand their ideas, to create focus within a topic, and to foster confidence at a time when self-consciousness may appear. The student naturally becomes more aware of correct spelling and punctuation. Skills will still vary and progress at different rates, but most Second Grade students who are familiar with Writer's Workshop enjoy the activity of independent writing, the power of their words to express thoughts, and the opportunity to describe experiences to classmates.

Writer's Workshop can be paired with reading activities to create a powerful motivating tool when teaching literacy. A teacher can quickly see which words and grammar rules a student 'owns' by what they write, a teacher can see how a child approaches organization of thought by how a student presents ideas in a story, and a teacher can see how a student's abilities grow through the year by the progression of plot and text in their writing.

The Writer's Workshop is typically a part of each day, however, for teachers with a schedule problem it can be a 3 day a week activity. Teachers may work within a set curriculum by using Writer's Workshop as an occasional extension activity for specific curriculum units. The main components of the Writer's Workshop include a Mini-lesson, Status of the class, Writing & Conferencing, and Peer Sharing & Author's Chair. Some of these components may already be a part of your classroom routine.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grade 2** (continued)

##### **Mini-Lesson**

A Mini- Lesson is usually a 5-10 minute whole class activity and may be as simple as doing guided writing from a story. An example is to lay out a favorite story's events in beginning, middle, and end form, create an idea web featuring a book's plot, or formally present the use of 'mechanics' such as basic punctuation. A group reading activity such as a big book, or song or poem written on chart paper can introduce patterns in language and rhyming words, it could be used to search for vocabulary and spelling words, or even to recognize story plots and genres.

In Second Grade it can also be appropriate to model 'interviewing' in order for students to observe questioning techniques to use in their peer conferences. This is a direct teaching opportunity for teachers to formally present the information to a class, and to reinforce expectations. Some teachers require students to use the mini-lesson information immediately; other teachers will gently re-introduce information to students at the teacher conference sessions according to their individual readiness.

##### **Status of the Class**

The Status of the Class takes about 2-3 minutes and provides the student and teacher with information about how the student's work is progressing. In Second Grade Classrooms it can be done with a quick handing out of the folders and a quick response from the students such as Conferencing, First Draft, Work in progress, Revision, Illustrating, Final Editing, Publishing, or it may be a bulletin board that has color coded cards. A written work must have the following format:

- Front cover: typically a piece of colored construction paper with title, author's name, and illustration (This information can be completed after the book is written and revised)
- Title Page: with title, author's name, and illustration (may become optional if student is writing a longer text) and date of completion.
- Dedication Page
- Story pages: in order with page numbers, with optional illustrations.
- Back Cover: usually a piece of colored construction paper with Author's page and self portrait or student photo on the inside. (This information can be completed after the book is written and revised.)

##### **Write and Confer**

Writing & Conferencing is ideally a 20 - 40 minute session. Second Grade students should be able to use the 40 minutes fully if they have been carefully introduced to the Writer's Workshop framework and they have a clear understanding of the expectations. Fluency increases for the Second Grade student, and because the student is more aware of the audience, deciding what to write about becomes a great concern. This can potentially be a great drain on the teacher's time. Here's where peer conferencing can be useful to the teacher. Often a discussion with another student can be enough to break through 'writer's block.' A good peer conference may also inspire students to include additional details in their writing.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grade 2** (continued)

The child receives a new page after he or she has met with a peer, written text with possibly a basic idea web, illustrated (if illustrations are part of the story) and reread the previous first draft page to the teacher. This is called the teacher conference; a teacher reviews the writing with the student. First drafts are very important, and initial corrections of standard spelling and punctuation may be overlooked in order to allow the student to focus on fluency of storytelling and to build confidence in their topic choice. Editing is not the focus of this conference. Instead, the emphasis is on fluency of ideas, logical story ordering, and the connection of thought from page to page and the beginning awareness of plot development. Revision is a necessary skill for writers, students who expect to revise their work will develop the habit of proofreading.

In the Final Draft teachers should expect correct use of basic grammar, spelling and punctuation with guidance. Teachers may use the editing process to individually encourage students to revise further and attempt more and more challenging writing and to guide students to develop the plot and focus of the story. Teachers may keep a list of words that are being misspelled and use those as weekly spelling words. Some classrooms have word banks or picture dictionaries as references. It is important not to place spelling in competition with content in the First Draft. Experience and editing will help the child strive for publishable quality material in the Final Draft. Students love to have their writing typeset and "published" on the computer to illustrate, and teachers can require student text be correctly spelled and punctuated before it can be considered suitable for publication. Publishing is a great motivating tool for all students, but great value needs to be placed on the process of first drafts and revisions. This is where the real business of literacy takes place and lifelong skills are developed.

#### **Sharing: Author's Chair**

Sharing and Author's Chair usually take 10 minutes and be done either by having the students read to the class a 'published book' or by children sharing their work in pairs. If peer editing is to be part of your classroom structure, careful introduction to a process such as TAG will be required. TAG stands for - tell one thing you liked about the story, ask one question, and give one suggestion. In Second Grade students may want to share a 'Work in Progress' or 'Revision' to get many different opinions for inspiration. Author's chair in the Second Grade Classroom is still important because stories will take longer to write and publish and the student's achievement needs to be celebrated.

Student Assessment is done by keeping a portfolio of revisions and copies of completed work.

Source: <http://www.teachersfirst.com/lessons/writers/writer-2.html>

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grade 3**

Depending on your class situation and available time, Writer's Workshop activities can be a useful and meaningful extension to TeachersFirst's online instructional units. Writer's Workshop is a teaching technique that invites students to write by making the process a meaningful part of the classroom curriculum. Third Grade students learn to write daily through varied activities. In Writer's Workshop, Third Grade students are exposed to the organization and thought required to create a story or write about a favorite topic and develop it into an understandable narrative with a voice and focus. Third Grade students shift from writing for the activity itself and presenting material to classmates, as in Second Grade, to paying more attention to writing correctly and mechanics. Because they are allowed to choose the topic, students are motivated to create and complete works, however correct completion may be at the price of creative expression. As in Second Grade, peer conferencing can become a central part to the creative process. The Writer's Workshop format includes story planning (possibly with peer conferencing), revision, teacher editing, and direct instruction in the mechanics of grammar. For the Third Grade student this teaching technique allows students the opportunity to develop expression, revision strategy, and skill in writing, and encourages them to try a few new things during the revision process.

Third Grade students differ from K-2 students in that they may not be as willing to take a chance in their writing. They would rather 'get it right.' Teachers will notice that students can write independently and fluently, but a student may become more concerned about the correctness of the final product rather than the actual process and content. In the Third Grade classroom the goals are to challenge the students to expand their ideas in the revision process, not simply 'correct' the previous ones. This helps students become aware of writing for different audiences, create focus within a topic, and try to see the piece of writing from a distance. Because the student is naturally more aware of correct spelling and punctuation, more computer time may be appropriate. Story mapping and first drafts may be done on the computer, and revisions can certainly be done effectively on a computer. Skills will still vary and progress at different rates, but most Third Grade students who are familiar with Writer's Workshop will continue to enjoy the activity of independent writing, the power of their words to express thoughts, and the opportunity to describe experiences to classmates.

Writer's Workshop can be paired with reading activities to create a powerful motivating tool when teaching literacy. In Third Grade literature can become an essential source to model good writing, and a wise teacher will carefully choose the books used as sources. In Writer's Workshop a teacher can quickly see a student's vocabulary level; organizational skills; their ability to learn, retain and apply information in new situations; attention span; and how a student's abilities grow through the year.

The Writer's Workshop is typically a part of each day. However, for teachers with a schedule problem it can be a 3 day a week activity. Teachers may work within a set curriculum by using Writer's Workshop as an occasional extension activity for specific curriculum units. In Third Grade the main components of the Writer's Workshop include a Mini-lesson, Status of the class, Writing & Conferencing, and Peer Sharing & Author's Chair. Some of these components may already be a part of your classroom routine.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grade 3** (continued)

##### **Mini-Lesson**

A Mini- Lesson is usually a 5-10 minute whole class activity and may be as simple as doing guided writing from a story, or how revision codes are used. An example is to lay out a favorite story's events in beginning, middle, and end form, create an idea web featuring a book's plot, or formally present the use of 'mechanics' such as more complicated punctuation. A group reading activity such as a big book, or song or poem written on chart paper can introduce patterns in language and rhyming words, it could be used to search for vocabulary and spelling words, or even to recognize story plots and genres.

In Third Grade it is appropriate to model 'interviewing' so students can observe questioning techniques to use in their peer conferences. Two very useful mini-lessons for Third Grade are story mapping and having an adult guest writer, or yourself, model the process of revision to illustrate it as a process of discovery. This is a direct teaching opportunity for teachers to formally present the information to a class, and to reinforce expectations. Some teachers require students to use the mini-lesson information immediately; other teachers will gently re-introduce information to students at the teacher conference sessions and make note of how students are applying what they are learning in whole group activities.

##### **Status of the Class**

The Status of the Class takes about 2-3 minutes and provides the student and teacher with information about how the student's work is progressing. In Third Grade Classrooms it can be done with a quick handing out of the folders and a quick response from the students such as Conferencing, First Draft, Work in progress, Revision, Illustrating, Final Editing, Publishing, or it may be posted a bulletin board that has color coded cards. A written work must have the following format:

- Front cover: typically a piece of colored construction paper with title, author's name, and illustration (This information can be completed after the book is written and revised)
- Title Page: with title, author's name, and illustration (may become optional if student is writing a longer text) and date of completion.
- Dedication Page
- Story pages: in order with page numbers, with optional illustrations.
- Back Cover: usually a piece of colored construction paper with Author's page and self portrait or student photo on the inside. (This information can be completed after the book is written and revised.)

##### **Write and Confer**

Writing & Conferencing is ideally a 20 - 40 minute session. Third Grade students should be able to use the full 40 minutes if they have been carefully introduced to the Writer's Workshop framework and they have a clear understanding of the expectations. For the Third Grade student, "what to write about" remains a great concern. Brainstorming sessions can eliminate some of this anxiety. Peer conferencing is useful to the teacher; and often a discussion with another student can be enough to break through 'writer's block.' This is a good time to introduce the use of 'lead' sentences for beginning paragraphs. This strategy can help a writer structure the plot of the story. A good peer conference may inspire students to include additional details in their writing, and brainstorming sessions may provide many topics for the student's future use.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grade 3** (continued)

The Third Grade student can write on regular note paper and skip lines for revision and editing notes. First drafts are very important, and initial corrections of standard spelling and punctuation may be overlooked at this time in order to allow students to focus on fluency of storytelling and to build confidence in their topic choice. At the teacher conference a teacher reviews the writing with the student. Editing is not the focus of this conference, expanding ideas and trying to find a 'voice' for the student writer is. This is why Third Grade is an ideal time for an increase in computer use for writing. All the corrections are done quickly, and the emphasis is on fluency of ideas, logical story ordering, and the connection of thoughts from page to page and how this relates to the plot development. Revision is a necessary skill for writers. Students who expect to revise their work will develop the habit of expanding ideas and proofreading.

In the Final Draft teachers should expect correct use of basic grammar, spelling and punctuation with guidance. Teachers may use the editing process to individually encourage students to revise further, attempt more challenging writing, and to guide students to develop alternative plots and details of the story. Teachers may keep a list of words that are being misspelled and use those as weekly spelling words. Dictionaries are appropriate references and thesauruses may be introduced.

It remains important not to let mechanics compete with content in the First Draft. Experience and editing will help the student strive for publishable quality material in the Final Draft. Students love to have their writing "published" on the computer, and teachers can require student text be correctly spelled and punctuated before it can be considered suitable for publication. In the Third Grade classroom publishing can expand to become a class web page, individual books, newsletters, or a class anthology. In some classrooms students can order copies of other classmates' books. Publishing is a great motivating tool for all students, but teachers should stress the importance of first drafts and revisions. This is where the true growth of writing ability takes place and a student's appreciation for good writing and lifelong skills are developed.

#### **Sharing: Author's Chair**

Sharing and Author's Chair usually take 10 minutes and can be done either by having the students read to the class a 'published book,' by children sharing their work in pairs, or by allowing students to read published works to themselves. If peer editing is to be part of your classroom structure, careful introduction to a process such as TAG will be required. TAG stands for - tell one thing you liked about the story, ask one question, and give one suggestion. In Third Grade students may want to share a 'Work in Progress' or 'Revision' to get many different opinions for inspiration. Peer Sharing or allowing students to read classmates works individually and write TAG comments may be preferred by Third Grade Students over the Author's chair used in K-2.

Student Assessment is done by keeping a portfolio of revisions and copies of completed work.



***LANGUAGE ARTS CURRICULUM***  
***Instructional Strategies Resources***

**Writer's Workshop – Grade 3** (continued)

**Alternatives to Writer's Workshop**

For an alternative to Writer's Workshop, try Morning Message.

Third Grade is also a great time to introduce regular book report writing, book reports will allow students to write and use their grammar, spelling, and punctuation skills without having to 'create.' Everyone can appreciate simply feeling good about completing a task that is comfortable. Small class writing assignments will fill this need for the Third Grade student. Larger activities like Writer's Workshop are designed to help them develop skill and strategies that they will use in their future writing projects.

Source: <http://www.teachersfirst.com/lessons/writers/writer-3.html>

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grades 4-6**

Writer's Workshop is a teaching technique that invites students to write by making the process a meaningful part of the classroom curriculum. Ideally students are introduced to the process of writing in the early elementary grades and write daily through varied activities.

In Writer's Workshop, Upper Elementary students organize thoughts to create a story or write about a given topic and develop it into an understandable narrative with a voice and focus that present information to the reader. Upper Elementary students are able to use writing mechanics comfortably and the shift in their cognitive abilities to higher order thinking allows them to develop a more sophisticated sense of what makes good writing. While it is still important to allow students to choose a topic, students are now ready to learn about other types of writing such as persuasive arguments and compare and contrast assignments.

One big difference in Upper Elementary students is an ability to think through their options before starting the first draft. Peer conferencing is still useful to students, but it may not be as crucial in the overall process because older students begin to ask themselves the same questions a reader might ask. The Writer's Workshop format includes story planning (possibly with peer conferencing), revision, teacher editing, and direct instruction in the mechanics of grammar. As in the Third Grade classroom, this teaching technique allows students the opportunity to develop expression, revision strategy and skill in writing, and encourages them to try a few new things during the revision process. The Upper Elementary classroom Writer's Workshop format may also expect the student to work on a large assigned task from another area of the curriculum.

Teachers will notice that students in the Upper Elementary grades can write independently and fluently, ask themselves questions before writing and even shift from rewriting to rereading to revising on their own. A teacher may not see many first drafts because much of the work is being done simultaneously. Some students will require more supervision than others as skills are fully learned. Students can trust that the correctness of the final product is easy to achieve in the final edit.

The writing goals for the Upper Elementary student are the same as for the Third Grade student: to challenge the students to expand their ideas in the revision process not simply 'correct' the previous ones, to help students become aware of writing for different audiences, create focus within a topic and try to see the piece of writing from a distance. One very important additional goal is for teachers to be sure revision strategies are well developed so students may use them comfortably in middle and high school. Computers continue to be the writer's most important tool for editing, correct spelling, and punctuation. Instruction in formal outlines, story mapping and first drafts may be done on the computer, and revisions certainly can be done effectively on a computer. Skills will still vary and progress at different rates, but students who are familiar with Writer's Workshop will have a regular opportunity to practice independent writing. They will benefit from seeing the power of their words to express thoughts and from the repeated activities of writing for a specific purpose.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grades 4-6** (continued)

Writer's Workshop can be paired with reading and research activities to create a powerful motivating tool when teaching literacy. In Upper Grades literature becomes an essential source to model good writing; a wise teacher will carefully choose the books used as sources. The opportunities across the curriculum for writing practice are endless and can be part of the daily Writer's workshop. In Writer's Workshop a teacher can quickly see a student's vocabulary level; organizational skills; their ability to learn, retain and apply information in new situations; attention span; and how a student's abilities grow through the year.

The Writer's Workshop is typically a part of each day, however, for teachers with a schedule problem it can be a 3 day a week activity. Teachers may work within a set curriculum by using Writer's Workshop as an occasional extension activity for specific curriculum units. In the Upper Elementary Grades the main components of the Writer's Workshop is the same as the earlier grades, however, it will not seem as formal as it once did. The students will work much more independently. The format includes a Mini-lesson, Status of the class, Writing & Conferencing, and Peer Sharing & Author's Chair. Some of these components may already be a part of your classroom routine.

#### **Mini-Lesson**

A Mini- Lesson is usually a 5-10 minute whole class activity and may be as simple as doing guided writing from a story, or how revision codes are used. An example is to lay out a favorite story's events in beginning, middle, and end form, create an idea web featuring a book's plot, or formally present the use of 'mechanics' such as more complicated grammar parts and punctuation. Modeling good interviewing techniques is still appropriate because students will need to use them in their peer conferences.

Useful mini-lessons for the Upper Grades are story mapping, having an adult guest writer, or yourself, model the process of revision to illustrate it as a process of discovery, and modeling note taking for gathering information. This is a direct teaching opportunity for teachers to formally present the information to a class, and to reinforce expectations. Some teachers require students to use the mini-lesson information immediately; others will gently re-introduce information to students at the teacher conference sessions and make note of how students are applying what they are learning in whole group activities.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grades 4-6** (continued)

##### **Status of the Class**

The Status of the Class takes about 2-3 minutes and provides the student and teacher with information about how the student's work is progressing. In the Upper Elementary Grade Classrooms it can be done quickest by having students write their name on the board under the appropriate category: Conferencing, First Draft, Work in progress, Revision, Illustrating, Final Editing, Publishing, A written work must have the following format:

- Cover page: typically a piece of colored construction paper with title, author's name, and illustration (This information can be completed after the book is written and revised)
- Title Page: with title, author's name, and illustration (may become optional if student is writing a longer text) and date of completion. If it is a report or assigned writing that information should be listed and the rubric included.
- Dedication Page: if applicable
- Story pages: in order with page numbers, with optional illustrations.
- Back Cover: usually a piece of colored construction paper with Author's page and self portrait or student photo on the inside. (This information can be completed after the book is written and revised.)

##### **Write and Confer**

Writing & Conferencing is ideally a 20 - 40 minute session. Upper Elementary students will easily use 40 minutes if they have been carefully introduced to the Writer's Workshop framework and they have a clear understanding of the expectations. Brainstorming sessions may still be the best way to come up with topics and ideas, and peer conferencing is still useful to the student. Often a discussion with another student can be enough to break through 'writer's block.' This is a good time to introduce the use of 'lead' sentences for beginning different paragraphs, this can help a writer structure the plot of the story. A good peer conference may inspire students to include additional details in their writing, and brainstorming sessions may provide many topics for the student's future use.

Upper Grade students can write on regular note paper and skip lines for revision and editing notes or simply compose drafts on the computer. First drafts are very important and initial corrections of standard spelling and punctuation may be overlooked at this time in order to allow student to focus on fluency of storytelling and to build confidence in their topic choice. The teacher reviews the writing with the student at the teacher conference. Editing is not the focus of this conference, expanding ideas and trying to find a 'voice' for the student writer is. On the computer all the corrections are quickly done and the emphasis is on fluency of ideas, logical story ordering, and the connection of thought from page to page and how this relates to the plot development. Revision is a necessary skill for writers, students who expect to revise their work will develop the habit of expanding ideas and proofreading. Remember the final goal is for students to develop the ability to do much of the thinking in advance of the actual writing. In the Final Draft teachers should expect correct use of basic grammar, spelling and punctuation with guidance. Many students will be able to do this independently; however teachers may use the editing process to individually encourage students to revise further, attempt more challenging writing, and to guide students to develop alternative plots and details of the story. Teachers may keep a list of words that are being misspelled and use those as weekly spelling words. Dictionaries and thesauruses are appropriate references.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Writer's Workshop – Grades 4-6** (continued)

It remains important not to place mechanics in competition with content in the First Draft. Experience and editing will help the student strive for publishable quality material in the Final Draft. Students love to have their writing "published" on the computer. Teachers can require student text be correctly spelled and punctuated before it can be considered suitable for publication. Upper Elementary Grade classroom publishing can expand to become a class web page, individual books, newsletters, or a class anthology. In some classrooms students can order copies of other classmates' books and even publish reviews. Publishing is a great motivating tool for all students, but great value needs to be placed on the process of first drafts and revisions. This is where the true growth of writing ability takes place and a student's appreciation for good writing and lifelong skills are developed. Large activities like Writer's Workshop are designed to help students develop skill and strategies that will be used in their future writing projects.

#### **Sharing: Author's Chair**

Sharing and Author's Chair usually take 10 minutes and be done either by having the students read to the class a 'published book', by children sharing their work in pairs, or by allowing students to read published works to themselves. If peer editing is to be part of your classroom structure, careful introduction to a process such as TAG will be required. TAG stands for - tell one thing you liked about the story, ask one question, and give one suggestion. Upper Elementary students may want to share a 'Work in Progress' or 'Revision' to get many different opinions for inspiration. Peer Sharing or allowing students to read classmates works individually and write TAG comments may be preferred by Upper Grade Elementary students over the Author's chair used in K-3.

Student Assessment is done by keeping a portfolio of revisions and copies of completed work.

Source: <http://www.teachersfirst.com/lessons/writers/writer-4.html#share>

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **More Writing Strategies**

Morning Message is another way to bring a writing mini-lesson into the classroom, especially in grades 2 and up. Teachers write the date and a note to the class each morning that tells about the day or talks about an important event, carefully leaving out a detail such as punctuation, capitals, correct grammar or spelling. Students are then asked to copy down the message and correct or 'edit' the text. A class discussion then follows to formally present or review the concept.

Many teachers have students start Writing Journals using composition notebooks. Each day the student copies the morning message into the Writing Journal with the corrections they see and then write their own morning message to the teacher. The student's morning message can be on any topic they choose to write, it may be about classroom problems, family, homework or other events in the curriculum. Each evening, or every few nights depending upon the teacher's schedule, the teacher quickly corrects the students writing and responds to each individual student. Teachers can keep careful track of the class progress and individual student's strengths and weaknesses.

## ***LANGUAGE ARTS CURRICULUM***

### ***Instructional Strategies Resources***

#### **Written Conversations**

**When and Why:** Kids need to be *discussing* all the time. But out-loud talk is not the only alternative. In this variation, kids hold a sustained silent discussion by exchanging a series of one-minute notes that are passed around a small-group. This form of discussion equalized air time, invites deeper thinking, and leaves tangible evidence of kids' thinking.

**Initiate:** Identify a “debatable” topic for discussion – maybe specific questions that have come up in inquiry groups, or a whole-class subject relevant to all. The best topics for written conversations are open-ended, with no right answer, have a value or interpretative or judgment dimension, and are subjects that reasonable people can disagree about.

**Teach/Model:** Kids sit in their small groups and each writes his or her name in the upper-left-hand margin of a large piece of paper. Explain two rules:

*“First be sure to use all the time for writing. I will tell you when to stop and pass your paper. Second, don’t talk, even when passing notes. We want to keep all the energy in the writing. OK? Write for just a minute or so. Write your thoughts, reactions, questions, or feelings about today’s topic.”*

Keep time by walking and watching. When most students have filled a quarter of the page, it is time to pass. This may be more like two or three minutes.

*“Pass your papers to the next person in the circle. Now read the entry on the page, and just beneath it, answer for one minute. Tell your reaction, make a comment, ask questions, share a connection you’ve made, agree or disagree, or raise a whole new aspect. Use all the time for writing and keep the conversation going!”*

Walk the room, looking over shoulders to get the timing right.

## ***LANGUAGE ARTS CURRICULUM***

### ***Graphic Organizers: Sample Templates***

#### **Sample Graphic Organizer Templates**

**USE:** All Content Areas - All Grade Levels - Before, During and After Reading

**FOCUS:** Comprehension Strategies: Organizing information, Synthesizing/Summarizing, Determining Importance

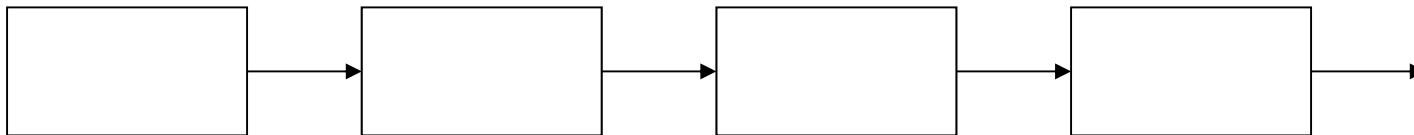
**FOR DETAILED INFORMATION SEE:** Hinson, 2000; Readence, Moore, Rickelman, 2000; Marzano, 2001

Graphic thinking organizers are visual representations of the organization of the ideas. These representations clarify the relationships of ideas and for many students make remembering the ideas easier. Students must have a wide variety of organizers to fit varied learning styles and situations. They make excellent pre-assessment, monitoring and post-assessment tools for teachers. Organizers must fit the text and purpose.

#### **PROCEDURE (begin by explaining and modeling):**

1. The teacher chooses an organizer that matches the organizational structure of the material to be read. There are graphic organizers for most organizational patterns.
2. The teacher introduces the organizer and models how to fill in the important information based on the reading assignment.
3. Students then read and complete the organizer. This may be done individually, with a partner, or in small groups.
4. The teacher then discusses with the class how they completed the organizer, what ideas they included, and how this organizer summarizes the important ideas in the reading.
5. The teacher closes this activity with a discussion of how students can use organizers in their own reading and learning.

- **Time Order, Sequencing of Events or Flow**



- **Bridge**

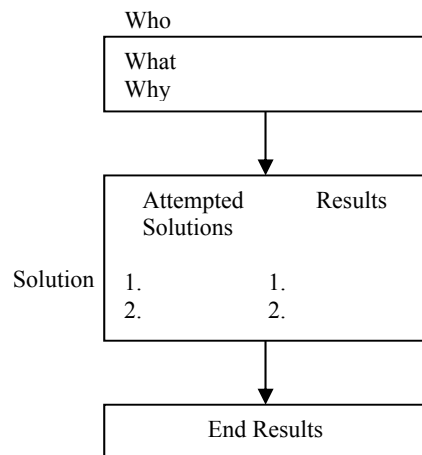




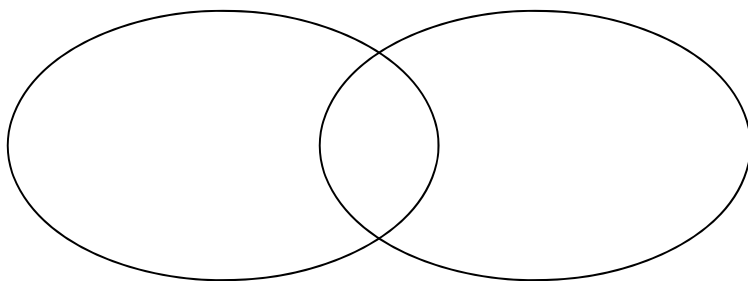
***LANGUAGE ARTS CURRICULUM***  
***Graphic Organizers: Sample Templates***

**Sample Graphic Organizer Templates** (continued)

- **Problem/Solution Organization**



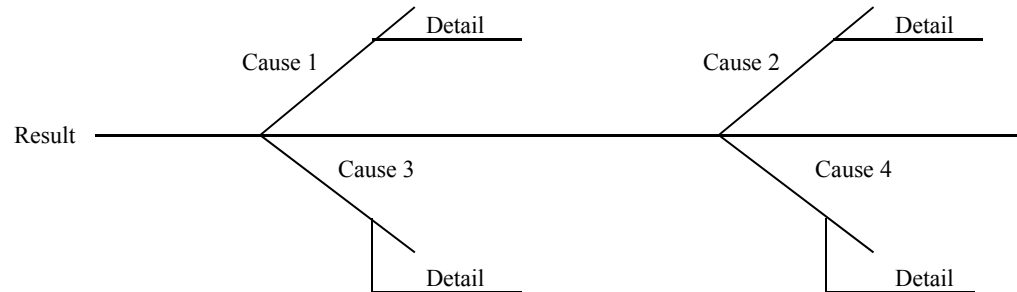
- **Venn**



***LANGUAGE ARTS CURRICULUM***  
***Graphic Organizers: Sample Templates***

**Sample Graphic Organizer Templates** (continued)

- **Fishbone**




- **Fact and Opinion**

| Fact | Opinion |
|------|---------|
|      |         |

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Student Book Selection**

**Five-Finger Rule of Book Selection**




Choosing the  
Perfect Book

Use the Five Finger Method


Choose a page to read. Each time you see a word you don't know, put up one finger.

When you finish reading, see how many fingers are raised.



1 finger = easy reading  
2 fingers = easy reading  
3 fingers = just right  
4 fingers = challenging  
5 fingers = difficult

(c) www.teachersplanet.org




Choosing the  
Perfect Book

Use the Five Finger Method

Choose a page to read. Each time you see a word you don't know, put up one finger.

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1 finger = easy reading  
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4 fingers = challenging  
5 fingers = difficult

(c) www.teachersplanet.org

Source:

<http://www.ndreadon.com/PDFfiles/fivefinger.pdf>

## ***LANGUAGE ARTS CURRICULUM***

### ***Graphic Organizers: Vocabulary***

#### **Round-the-Clock Vocabulary Lesson**

Are you carefully selecting key vocabulary and pre-teaching word meanings and pronunciation right before your students read a story? That's great. Keep it up...but don't stop there. Teaching vocabulary when you teach reading is a given, but vocabulary instruction can also occur when you teach science, social studies, math, health, and writing. And you can fit it into your day at other times, too.

Intentionally teaching new words all day long is important because word knowledge aids your students' learning in every subject, as well as their comprehension and fluency in oral reading. In fact, some experts believe that 70 to 80 percent of comprehension is related to vocabulary knowledge and as much as 80 percent of fluency is connected to vocabulary knowledge.

Vocabulary instruction is especially important for students who haven't had the benefit of oral-language interactions and background experiences that build vocabulary naturally. Because new knowledge is most easily learned when students connect it to what they already know, background information and concepts are key to learning new words. Direct and intentional vocabulary teaching builds concepts your students may have missed or only partially learned.

These concepts, and the vocabulary that labels them, are basic for word learning, comprehension, thinking, talking, writing, and success in every subject-and on standardized tests, too. Here are teacher-tested ideas to help you teach vocabulary during every subject-and in between subjects-all day long!

#### **8:00 A.M. – Mystery Word of the Day**

Each day as an entry task, choose a new word (seasonal or related to a unit you are studying) and write it in a sentence on the blackboard. Include context that helps to imply the meaning of the word (e.g., The fall apple harvest brings lots of pickers to the orchard. ?) When students arrive each morning, have them read the sentence and talk with a buddy about the word's meaning or look it up in a dictionary, then write the sentence, word, and its definition in a Vocabulary Notebook. Have students label two to three pages for each letter of the alphabet (using fewer pages for letters such as X, Q, and Z), number pages consecutively, and make a table of contents for easy scanning.

#### **8:10 A.M. – Reinforce Menu Words**

On Monday morning, put the week's lunch menu on a transparency. Each day after that, as you take lunch count, have a student use the overhead projector, transparency, and pointer to lead the class in a choral reading of the menu. You'll be surprised at how many new words students can pick up with this little add-on to your regular vocabulary teaching!

## **LANGUAGE ARTS CURRICULUM**

### **Graphic Organizers: Vocabulary**

#### **Round-the-Clock Vocabulary Lesson** (continued)

##### **8:15 A.M. – Pre-Teach Reading Vocabulary**

As you introduce a story for silent reading to groups of students, teach three to five words you think they don't know but absolutely need to know to understand the story. Print the words in sentences using the blackboard, an overhead transparency, or chart paper. Define words and, to build on students' background knowledge, help them supply related words, synonyms, or antonyms. This connects what students already know to the new words and helps ensure learning. Use a colored marker to underline roots and affixes, as well as to list other words students know that look like, sound like, or have similar meanings to the new words. Have students use the new words in sentences. You'll address several of the multiple intelligences with this strategy.

##### **8:55 A.M. – Post-Reading Review**

Put a list of recently introduced words from the story on the blackboard or on chart paper; e.g., *distraught*, *failure*, *frown*, *difficult*. Have students play the game I'm Thinking of.... ? Begin by saying I'm thinking of a word that means the same as *upset* or *troubled*. ? Call on a student and have him respond with a complete sentence, such as Are you thinking of *distraught*? Answer, Yes, I am thinking of *distraught*, ? as you check off or erase the word. The I'm Thinking of... ? game allows for meaningful repetition and practice.

##### **9:00 A.M. – Problem-Solving Words in Math**

Scan the problems your students will solve this morning and select a key problem-solving word or phrase from each; e.g., *greater than*, *estimate*, *shorter*, *equal to*. As you read each problem together and before students solve it, pre-teach these problem-solving words. Give examples and draw a picture on the blackboard to show what each term means. (For *greater than*, draw one glass of water fuller than another; for *estimate*, draw a stick person with a cartoon bubble that says I guess... ?). Remember the old saying, A picture is worth a thousand words! ?

##### **9:40 A.M. – Line Up With Adjectives**

When it's time to line up for music, gym, or art, have students take their places in line by saying an adjective that begins with the same letter as their name; e.g., Winston: wise, Susan: sincere. This is a great way to build descriptive language!

##### **9:45 A.M. – Collaborate in Music**

Plan ahead with your music teacher. Ask him or her to sing songs with students that correlate with a current science or social studies unit. Content-related song lyrics expose students to words and concepts relevant to what you are teaching, and reinforce these words in a meaningful context.

## **LANGUAGE ARTS CURRICULUM**

### **Graphic Organizers: Vocabulary**

#### **Round-the-Clock Vocabulary Lesson** (continued)

##### **10:15 A.M. – Tools for Writing Workshop**

Encourage your students to use interesting and descriptive words by giving them the resources to do it! Equip your classroom with several age-appropriate thesauruses and dictionaries. On the computer(s) in your classroom, bookmark a student dictionary such as those linked to [www.surfnetskids.com/dictionary.htm](http://www.surfnetskids.com/dictionary.htm). During Author Share time, as students read their writing to the class, praise unusual or powerful word use. Add their words to your Word Wall and have students add a word or two a day to their Vocabulary Notebooks. This is a great way to recognize each student's word use and stretch everyone's vocabulary!

##### **11:15 A.M. – Line Up With ABCs**

To get in line for lunch, have the first student say a word that begins with A, a second student say a word that begins with B, and so on until all students are in line. Encourage the use of unusual words and/or new words recently learned. This strategy develops fluency (students must think on their feet) and creativity.

##### **11:25 A.M. – Eat Lunch and Learn**

Eat lunch with an ESL student. Have the student teach you, in his or her first language, the names of the foods you are eating, and in turn teach him or her the English words. Do the same with color words, number words, and the names of things in the cafeteria. Time for one-on-one conversations like this help you get to know the child, build his or her confidence, and develop both of your vocabularies.

##### **12:30 P.M. – Think Aloud as You Read Aloud**

When you come to a difficult word, show students how you figure out its meaning from context. For example, I know that *descend* means to come down from a higher place because there are some clues in the sentence that tell me this. In the sentence 'The monkey descended from the top of the tree,' the phrase 'from the top of' gives me a picture of the monkey coming down the tree. ? Also show students how you associate a new word with words you already know to help figure out meaning. For example, That word *pacifist* reminds me of *Pacific* and *pacifier*, and these words are related to *peaceful*, so a pacifist is probably someone who believes in peace. ? Thinking aloud gives students a window into your strategies.

##### **12:50 A.M. – Shake-It-Up Transitions**

Choose a word that contains several consonants and at least two vowels, such as *government*, and have students shake it up ? to form new words; for example, *greet*. First, pair students to provide a supportive model for those who struggle with word learning. Have pairs put each letter of the word on a separate card and then rearrange cards to make smaller words. Have students take turns manipulating letters to form words and writing them on a list.

## **LANGUAGE ARTS CURRICULUM**

### **Graphic Organizers: Vocabulary**

#### **Round-the-Clock Vocabulary Lesson** (continued)

##### **1:00 P.M. – Web-a-Word ? in Social Studies**

Introduce a new word like *telephoto* and begin to teach meanings of Greek and Latin roots; e.g., *tele-* (far), *duct-* (lead), *spect-* (watch). First, write the prefix, suffix, or root you intend to teach (and its meaning) on the blackboard or on a piece of chart paper. Then have students supply words they can think of that contain the target affix or root and write them on the web. Show students how to figure out the meanings of these words by using the meaning of the affix or root; e.g., *teleconference*: to talk or confer from afar. The technical vocabulary of science and social studies is often multisyllabic and contains Greek and Latin roots that require intentional teaching.

##### **1:50 P.M. – Transitions With \$100 Words**

Add to your class list of \$100 Words ? by selecting a new word daily from the dictionary that students can use in their writing. These should be exciting, standout vocabulary words that are figuratively worth \$100. ? Start the list on chart paper with the letter A and add a word a day until you have a word for letters A-Z. Revisit the list daily when you have a spare minute or two, asking students to recall word meanings and pronunciation.

##### **2:00 P.M. – Review in Science**

Divide your class into groups of four or five students each. Give each group a set of 3" x 5" index cards with the same 12 to 15 key words printed on them from the unit you are studying. Have groups arrange words in a web or structure to show the relationship among the words; e.g., *erupt*, *ash*, *dormant*, *lava*, *ooze*, *magma*, *mantle*, *crust*, *inner core*, *outer core*, *fault line*, *tectonic plate*. Encourage groups to organize words in ways that make sense to them and then explain these arrangements to the class. You may want to have students write each word's meaning on the back of each card. This builds vocabulary and helps give kids a bigger picture of what you are studying.

##### **2:40 P.M. – Play Tag**

As students put away projects and books and clean up the room for the day before going to art or gym, play Tag. Begin by identifying a category of words, such as nutrition. Then, say a word and ask a student to tag onto your word by saying another word that begins with the last letter of your word. For example, you say *tomato*, a student might say *onion*, and so on.

##### **3:20 P.M. – Dismissal**

Ask students to write on a sticky note one new word they learned that day and use it in a sentence. As they exit for the day, ask students to give you their new word exit pass. ? Congratulations! You've made vocabulary a round-the-clock teaching enterprise in your classroom and stretched your students' vocabularies immeasurably!

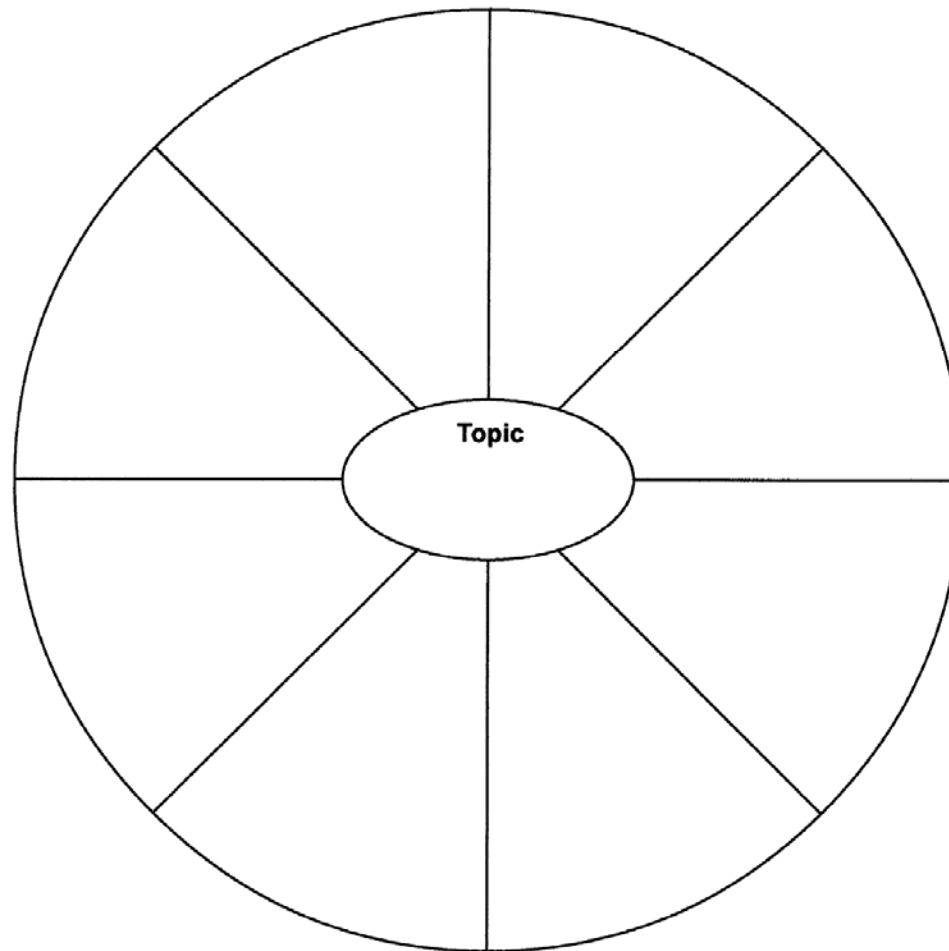
**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Vocabulary**

**Describing Wheel**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Describing Wheel**

Add describing words about your topic between the spokes.



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Source: [http://www.eduplace.com/graphicorganizer/pdf/wheel\\_eng.pdf](http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf)

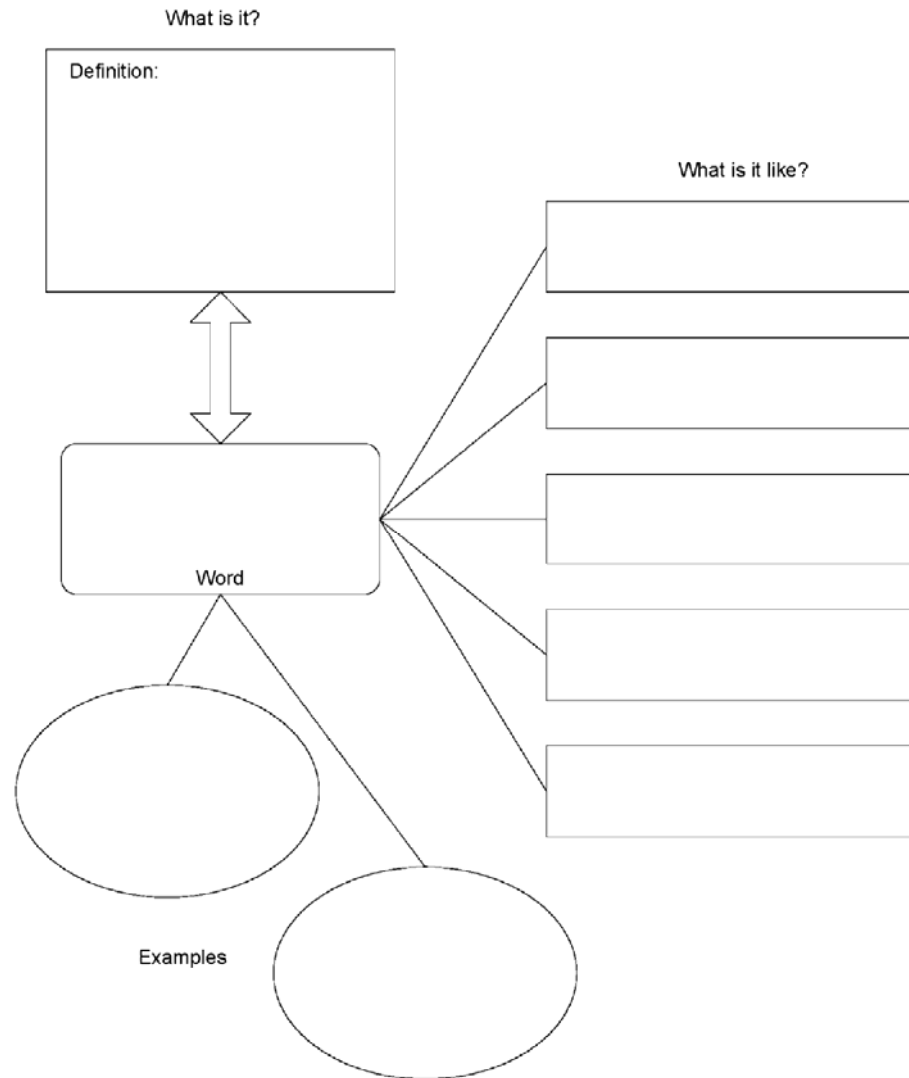


## Non-Fiction Vocabulary

***LANGUAGE ARTS CURRICULUM***  
***Graphic Organizers: Vocabulary***

**Word Chart: Examples and Characteristics**

**Word Chart: Examples and Characteristics**

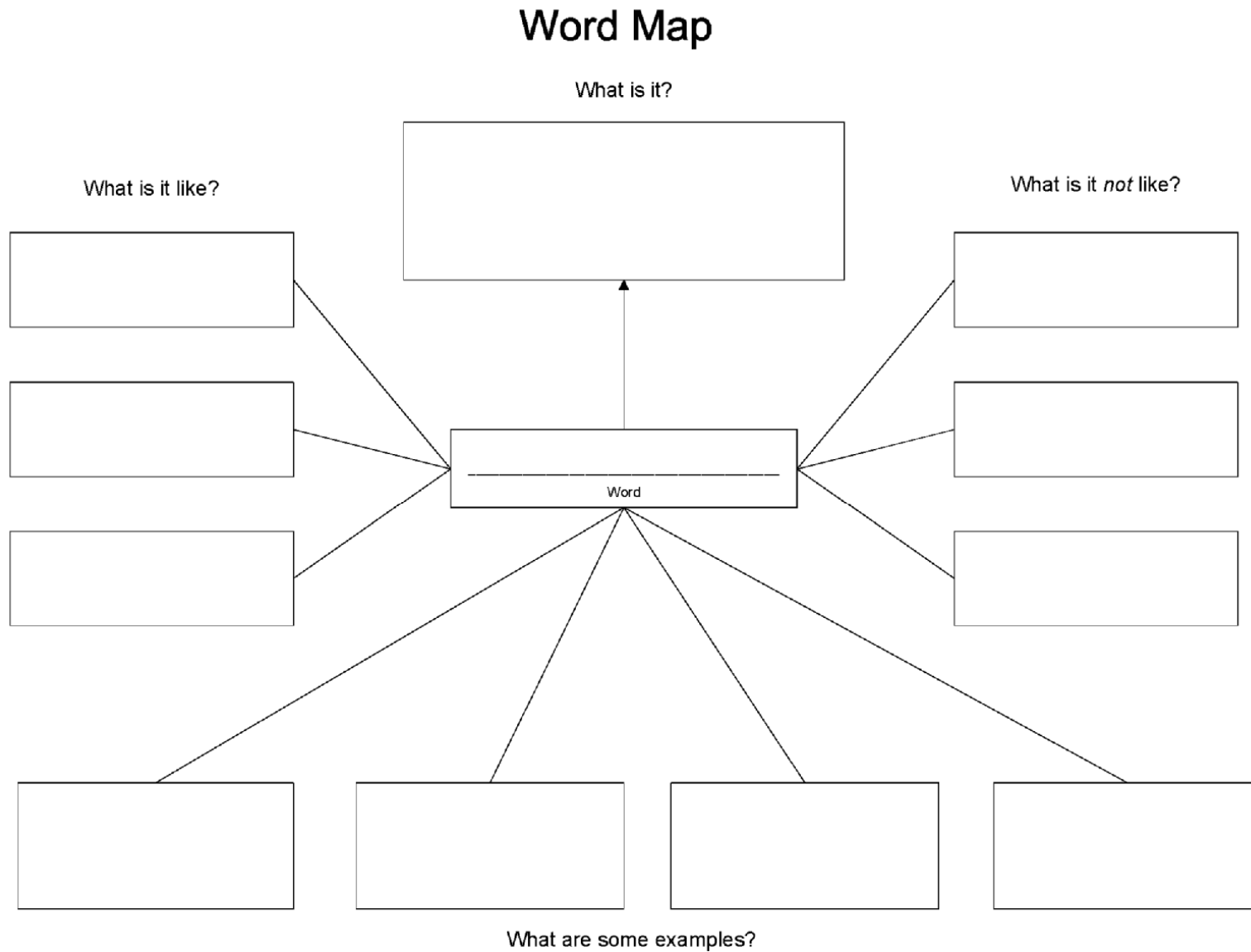


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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Vocabulary**

**Word Map**



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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Vocabulary**

**Vocabulary Knowledge Rating Scale**

## Vocabulary Knowledge Rating.....

### Rating Scale:

- 1 - I don't know it at all**
- 2 - I've seen or heard it before**
- 3 - I have some understanding**
- 4 - I can teach it**

| Word | Rating | What I think this word means |
|------|--------|------------------------------|
|      |        |                              |
|      |        |                              |
|      |        |                              |

*LANGUAGE ARTS CURRICULUM*  
*Graphic Organizers: Vocabulary*

Vocabulary Knowledge Rating Scale (continued)

**questions for pair/share time - turn to your partner and ask**

Do you know what \_\_\_\_\_ means”

Are you familiar with the word or any part of the word \_\_\_\_\_?

Can you break this word apart into chunks?

\*\*\*\*\*

\* Who in the class knows what \_\_\_\_\_ means”?

\* Who is familiar with the word \_\_\_\_\_?

\*\*\*\*\*

**Vocabulary Knowledge Rating Response Starters**

\* I know that one meaning of \_\_\_\_\_ is \_\_\_\_\_.

\* I think \_\_\_\_\_ could mean \_\_\_\_\_ because \_\_\_\_\_.

\* \_\_\_\_\_ could have something to do with \_\_\_\_\_ because \_\_\_\_\_.

\* I have no idea what \_\_\_\_\_ means.

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Vocabulary**

**Vocabulary Knowledge Rating Scale** (continued)

| Target word | Meaning | Examples |
|-------------|---------|----------|
|             |         |          |

**(Example)**

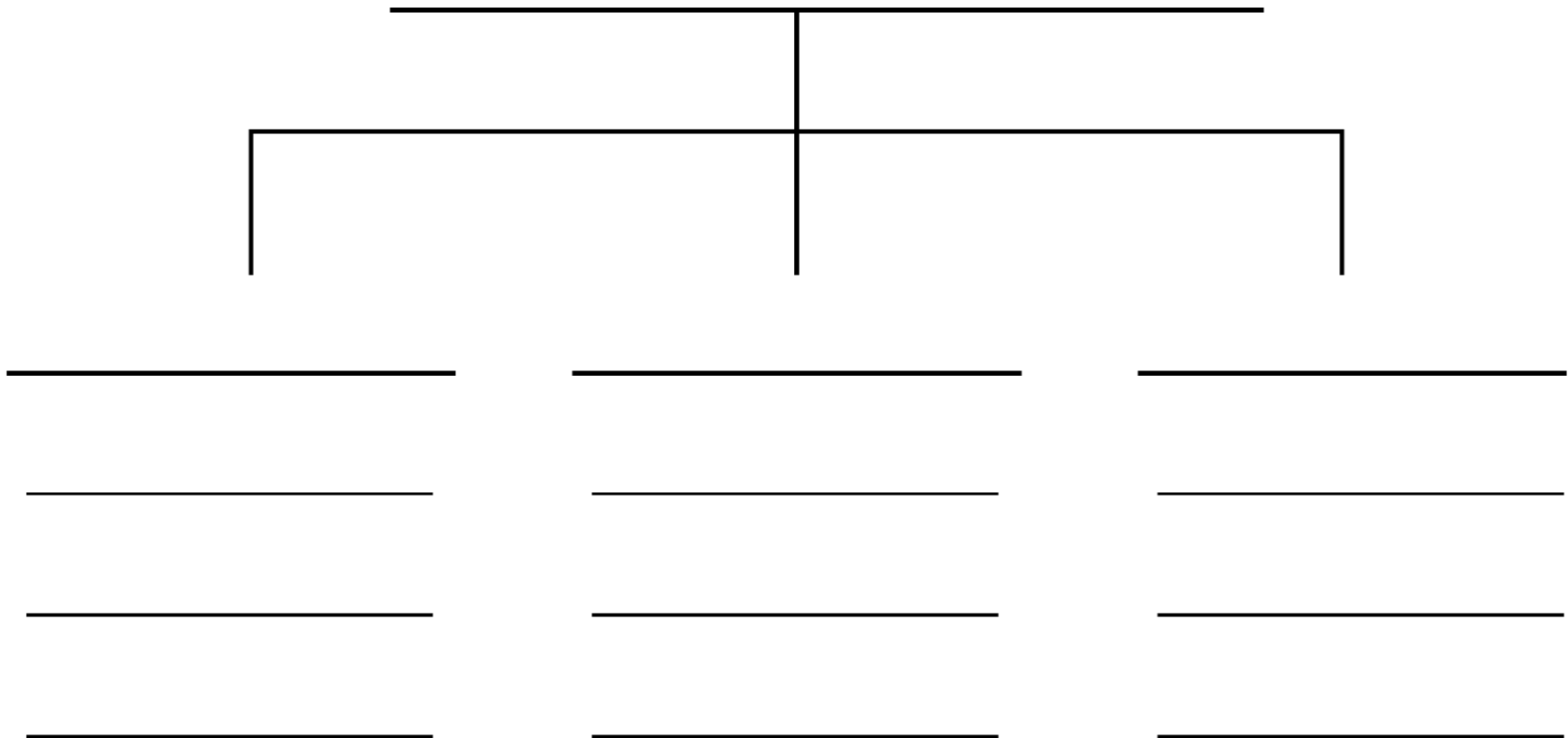
**Writing Task:** Out of all the video games and such, \_\_\_\_\_ has the best/worst technology because \_\_\_\_\_

**LANGUAGE ARTS CURRICULUM**  
***Graphic Organizers: Classifying***

**Classifying Template**

- What sort of thing is this?
- What are the sub-categories?
- What other things can go into these sub-categories?

**Tree Map**



# LANGUAGE ARTS CURRICULUM

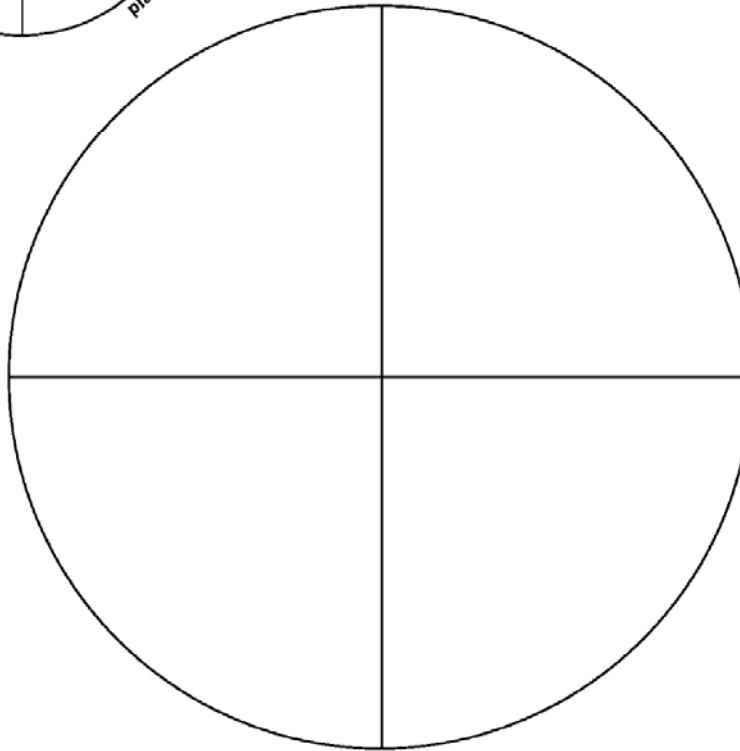
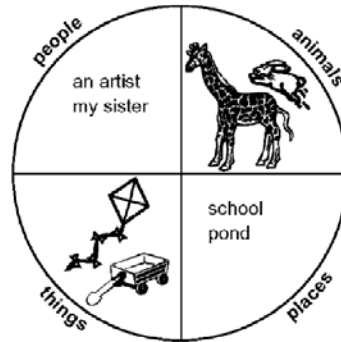
## Graphic Organizers: Classifying

### Idea Wheel

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Idea Wheel

Label each section. Then write or draw ideas in each section.



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Source: <http://www.eduplace.com/graphicorganizer/pdf/ideawheel.pdf>



**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Prediction-Before Reading**

**Follow the Clues**

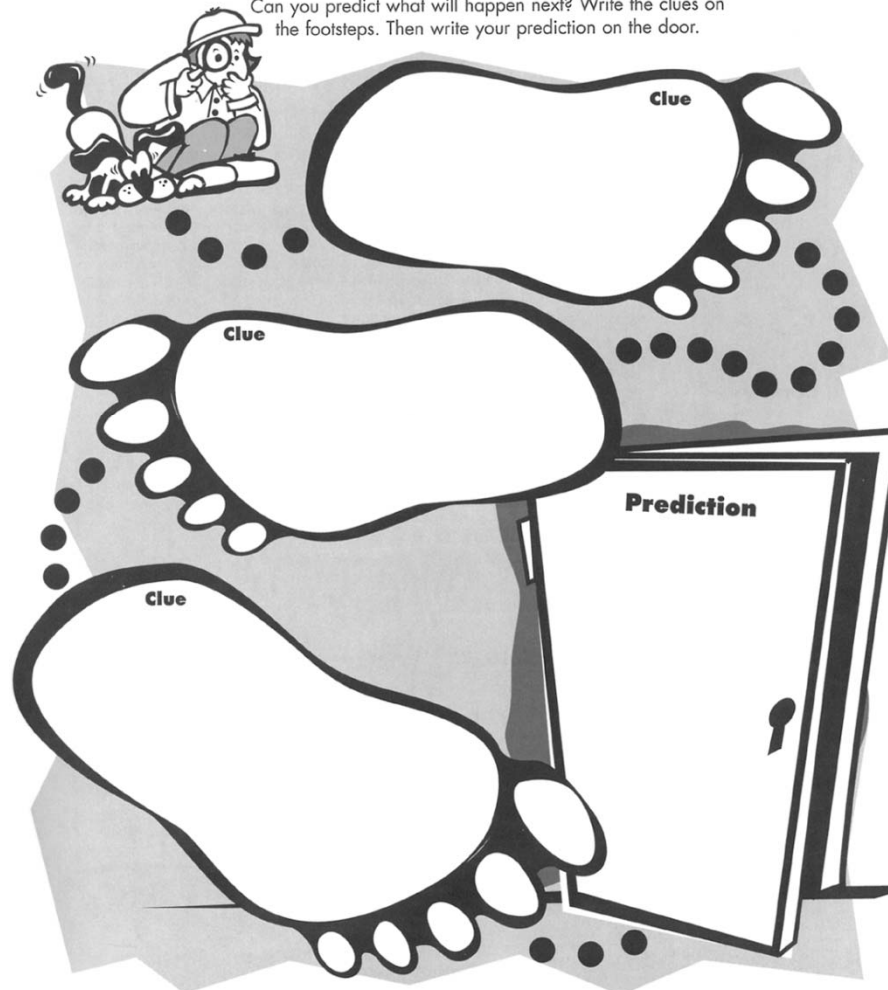


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

**Follow the Clues**

Can you predict what will happen next? Write the clues on the footsteps. Then write your prediction on the door.



The Big Book of Reproducible Graphic Organizers

<http://teacher.scholastic.com>

Source:

[http://www2.scholastic.com/content/collateral\\_resources/pdf/l/lessonplans\\_graphicorg\\_pdfs\\_clues.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/l/lessonplans_graphicorg_pdfs_clues.pdf)

**LANGUAGE ARTS CURRICULUM**  
***Graphic Organizers: Reading – Story Elements-After Reading***

**Story Map #1**

Name \_\_\_\_\_

Date \_\_\_\_\_

Class/Subject \_\_\_\_\_

Teacher \_\_\_\_\_

**Story Map**

Title

Setting (Where, When, Time, Place)

Characters

Plot/Problem

Event

Event

Event

Solution

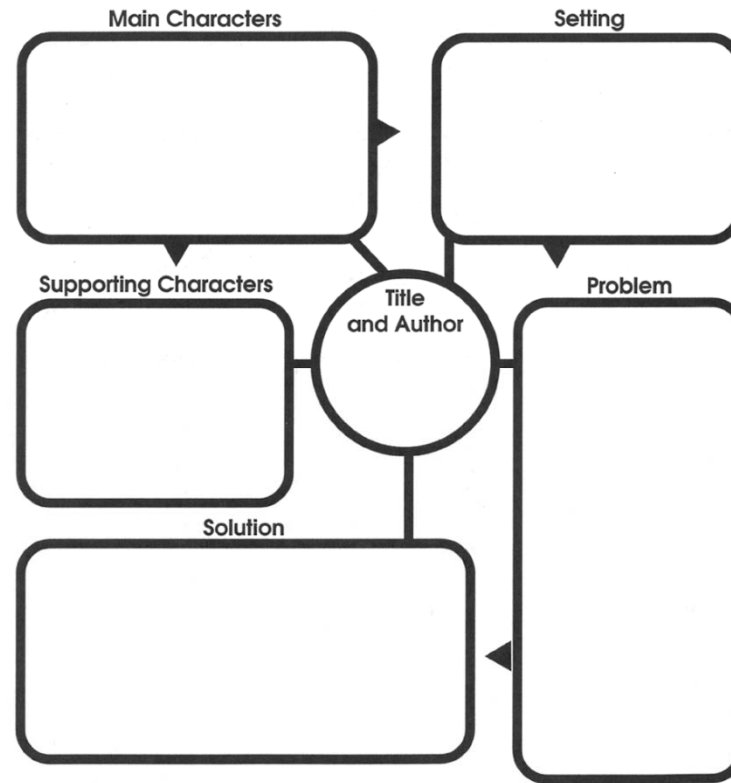
Source: <http://www.thinkport.org/technology/template.tp>

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Story Elements-After Reading**

**Story Map #2**



**Story Map**




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Source: [http://www2.scholastic.com/content/collateral\\_resources/pdf/1/lessonplans\\_graphicorg\\_pdfs\\_storymap.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/1/lessonplans_graphicorg_pdfs_storymap.pdf)

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Story Elements-After Reading**

**Setting Comparison**

  
**Setting Comparison**

Name: \_\_\_\_\_  
Title: \_\_\_\_\_

| Where I live     |  | Story Setting |
|------------------|--|---------------|
|                  |  |               |
| <b>SAME</b>      |  |               |
|                  |  |               |
| <b>DIFFERENT</b> |  |               |
|                  |  |               |

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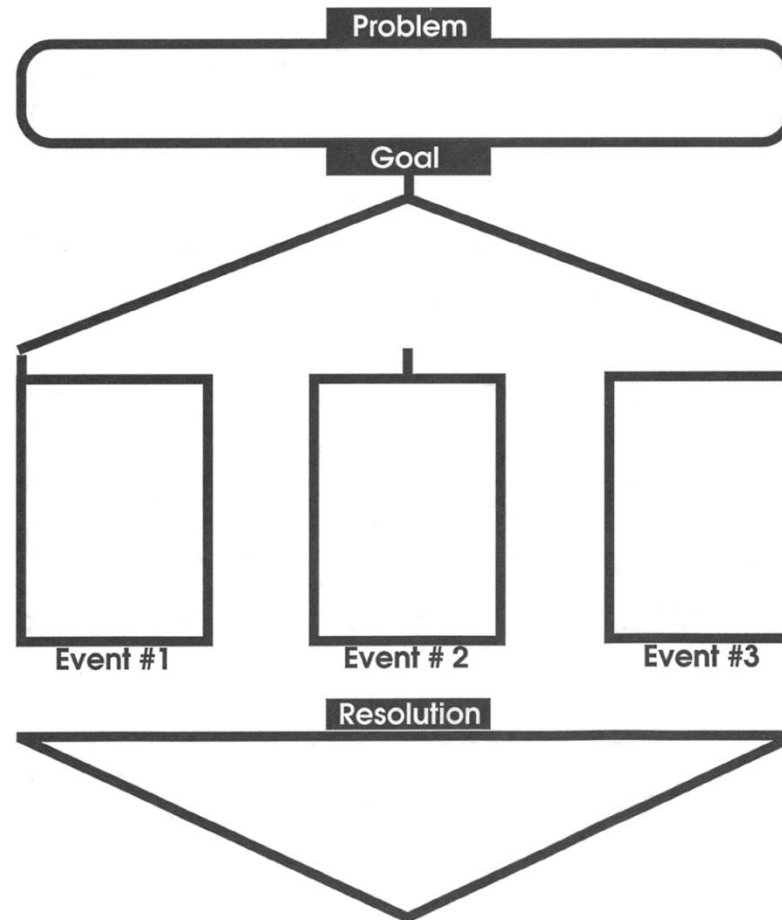
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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Story Elements-After Reading**



**Problem & Solution Diagram**

Name:  
Book Title:



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## LANGUAGE ARTS CURRICULUM

### Graphic Organizers: Reading – Story Elements-After Reading

#### Story Map with Major/Minor Characters

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Story Map 2

Write notes in each section.

|                                                      |                 |                 |
|------------------------------------------------------|-----------------|-----------------|
| <b>Setting:</b><br><b>Where:</b><br><b>When:</b>     |                 |                 |
| ↓                                                    |                 |                 |
| <b>Major Characters:</b><br><b>Minor Characters:</b> |                 |                 |
| ↓                                                    |                 |                 |
| <b>Plot/Problem:</b>                                 |                 |                 |
| ↓                                                    | ↓               | ↓               |
| <b>Event 1:</b>                                      | <b>Event 2:</b> | <b>Event 3:</b> |
| ↓                                                    | ↓               | ↓               |
| <b>Outcome:</b>                                      |                 |                 |

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Source: [http://www.eduplace.com/graphicorganizer/pdf/storymap2\\_eng.pdf](http://www.eduplace.com/graphicorganizer/pdf/storymap2_eng.pdf)

## LANGUAGE ARTS CURRICULUM

### Graphic Organizers: Reading – Story Sequence-After Reading

#### Caterpillar: Beginning, Middle, Ending

My name is \_\_\_\_\_.

The book is \_\_\_\_\_.

What happened in the story?



| Beginning | Middle | Ending |
|-----------|--------|--------|
|           |        |        |

Source: <http://mrsdiminnie.com/graphicorganizers.htm>

**LANGUAGE ARTS CURRICULUM**

**Graphic Organizers: Reading – Story Sequence-After Reading**

**Story Train: Beginning, Middle, Ending**

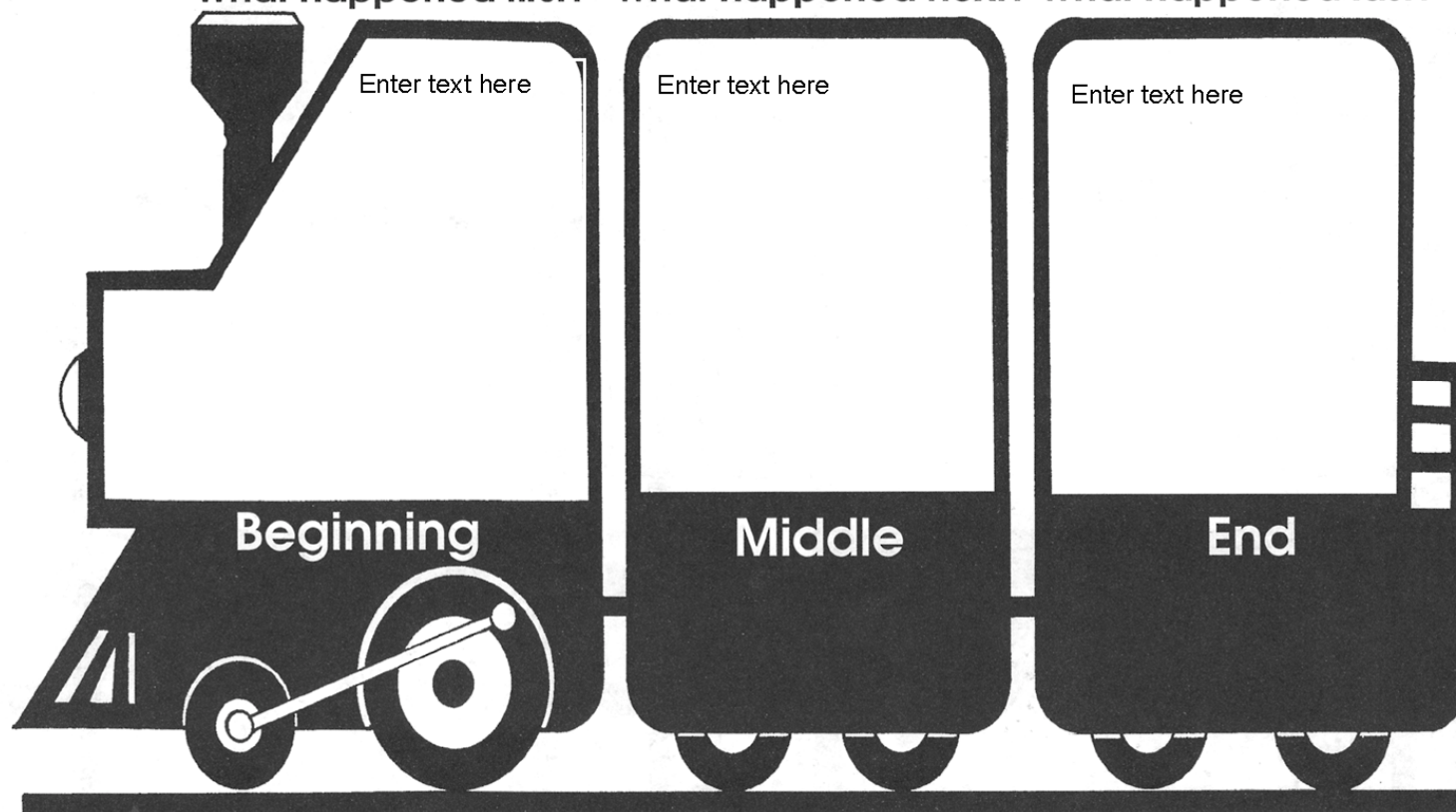


Name:

Title:

## Story Train

What happened first? What happened next? What happened last?



Description:

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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Story Sequence-After Reading**

**Story Board: Logical Order**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

**STORY BOARD**

Draw or write the events of the story on the story board. Record them in the correct order.

The story board consists of six rectangular boxes arranged in two rows of three. The boxes are numbered 1 through 6 in a large, bold font in the top-left corner of each box. Box 1 is at the top left, box 2 is at the top middle, and box 3 is at the top right. Box 4 is at the bottom left, box 5 is at the bottom middle, and box 6 is at the bottom right. To the left of the bottom row of boxes, there is a cartoon character of a painter wearing a beret, overalls, and holding a paintbrush. Next to the painter is a paint can with a star on it.

Source: <http://teacher.scholastic.com/lessonrepro/reproducibles/profbooks/storyboard.pdf>

## LANGUAGE ARTS CURRICULUM

### Graphic Organizers: Reading – Story Sequence-After Reading

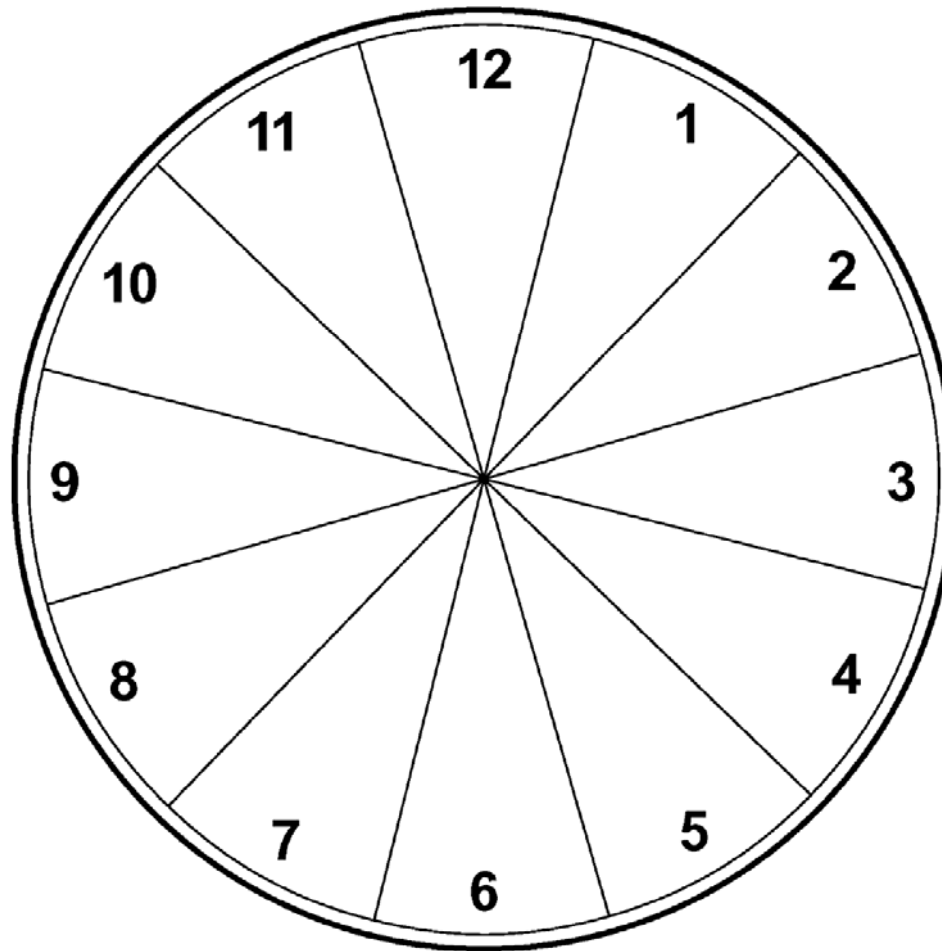
#### Clock

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Clock

Write details in time order in each section. Not all sections need to be filled in.

Topic \_\_\_\_\_



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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Story Sequence-After Reading**

**Time Line**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Time Line**

Write dates for each event in time order from left to right. Add details along the line.



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## LANGUAGE ARTS CURRICULUM

### Graphic Organizers: Reading – Organizers for Planning a Written Response-After Reading

**Five W's Chart: What, Who,**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Why, When, Where**

#### Five W's Chart

Fill in each row with details that answer the question.

|                             |
|-----------------------------|
| <b>What</b> happened?       |
| <b>Who</b> was there?       |
| <b>Why</b> did it happen?   |
| <b>When</b> did it happen?  |
| <b>Where</b> did it happen? |

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Source:

<http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf>

## LANGUAGE ARTS CURRICULUM

### *Graphic Organizers: Reading – Organizers for Planning a Written Response-After Reading*

#### Think-Pair-Share



## Think-Pair-Share

| Question or Prompt | What I thought | What my partner thought | What we will share |
|--------------------|----------------|-------------------------|--------------------|
|                    |                |                         |                    |
|                    |                |                         |                    |
|                    |                |                         |                    |
|                    |                |                         |                    |

My Name: \_\_\_\_\_ Partner's Name: \_\_\_\_\_ Date: \_\_\_\_\_

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## LANGUAGE ARTS CURRICULUM

### *Graphic Organizers: Reading – Organizers for Planning a Written Response-After Reading*

#### Story Response Organizer

My name is \_\_\_\_\_.

The book is \_\_\_\_\_.

#### Story response organizer



**What did I see?**



**What do I remember?**



**What did I like best?**

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

## LANGUAGE ARTS CURRICULUM

### Graphic Organizers: Reading – Main Idea/Topic/Supporting Details-After Reading

#### Fish Organizer

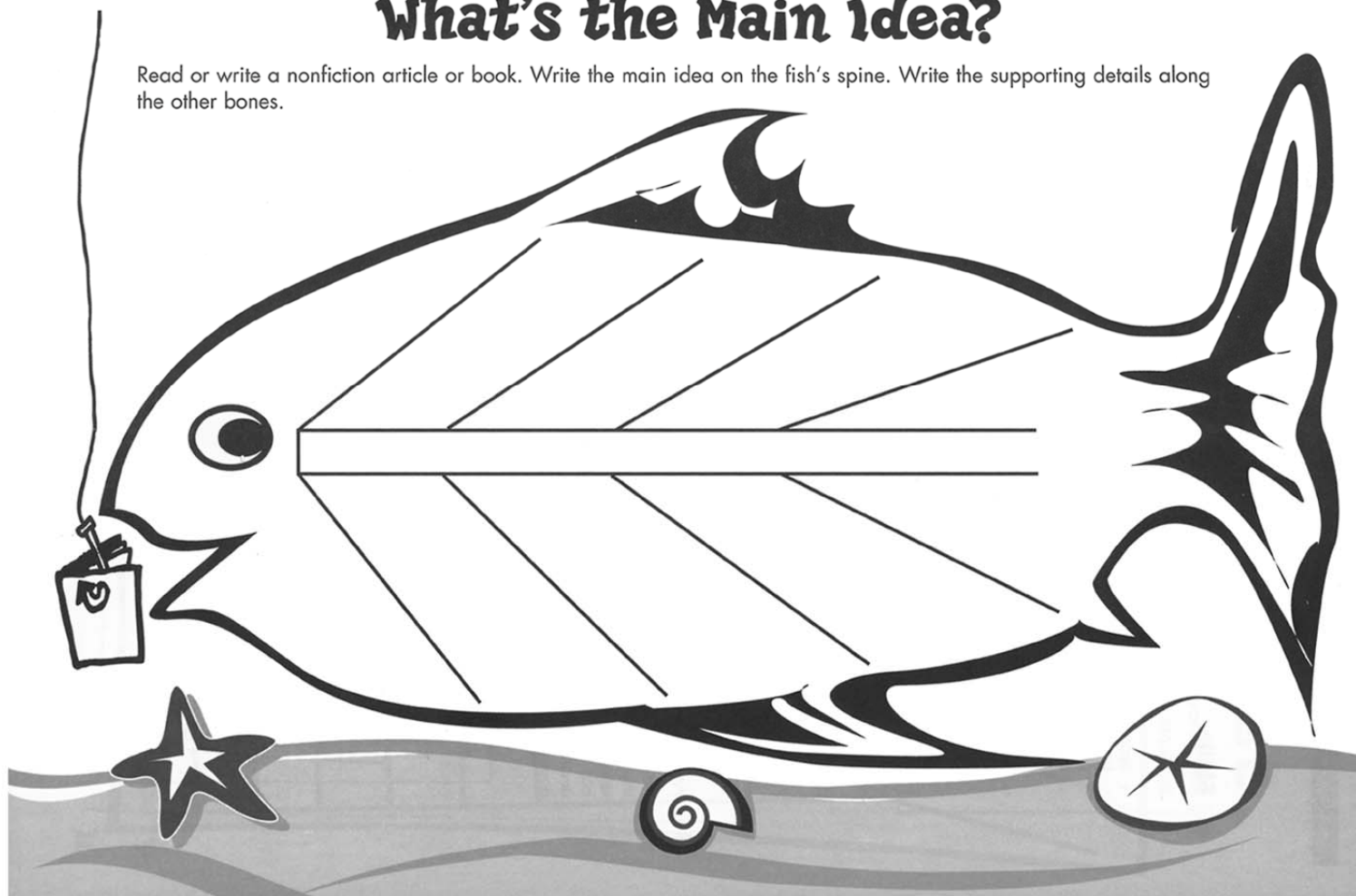


Name: \_\_\_\_\_

Date: \_\_\_\_\_

### What's the Main Idea?

Read or write a nonfiction article or book. Write the main idea on the fish's spine. Write the supporting details along the other bones.



The Big Book of Reproducible Graphic Organizers

<http://teacher.scholastic.com>

Source: <http://teacher.scholastic.com/lessonplans/graphicorg/pdfs/mainidea.pdf>

## LANGUAGE ARTS CURRICULUM

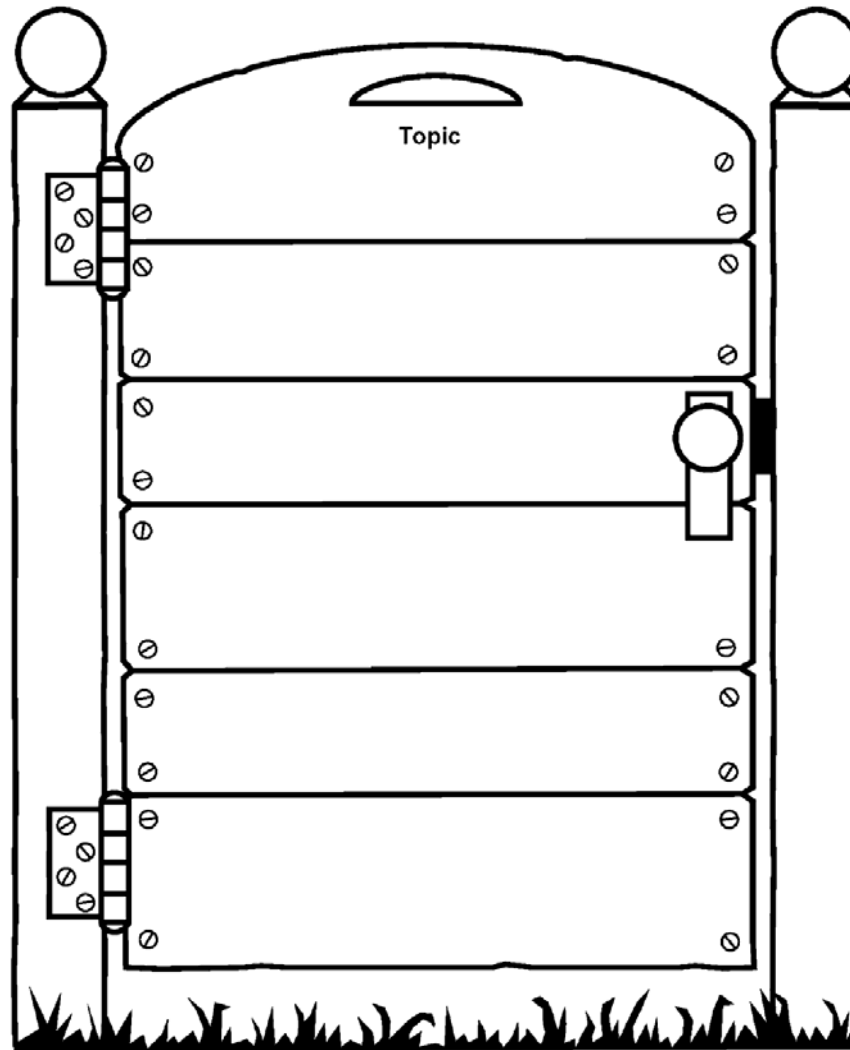
### Graphic Organizers: Reading – Main Idea/Topic/Supporting Details-After Reading

#### Garden Gate

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Garden Gate

Add details on each board.



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## LANGUAGE ARTS CURRICULUM

### Graphic Organizers: Reading – Main Idea/Topic/Supporting Details-After Reading

#### Sandwich Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Sandwich Chart

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.

Topic:

Detail:

Detail:

Detail:

Concluding Sentence:

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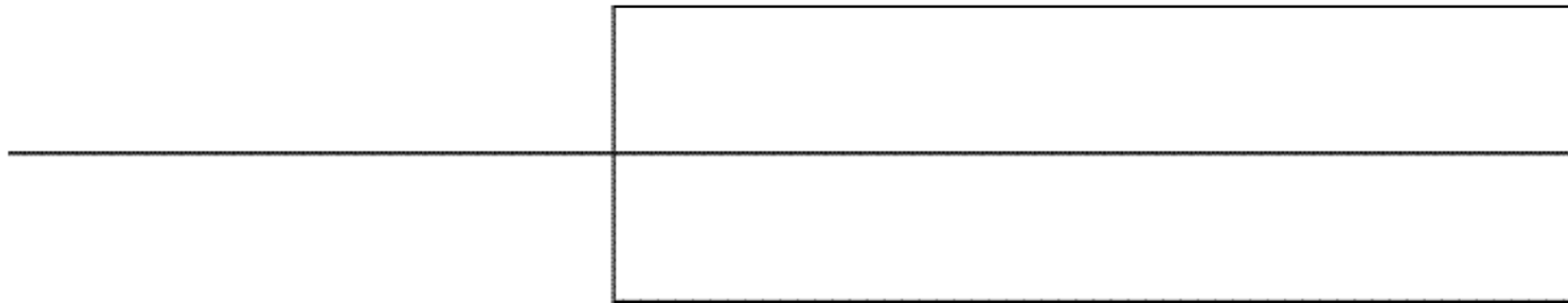
**LANGUAGE ARTS CURRICULUM**  
***Graphic Organizers: Reading – Main Idea/Topic/Supporting Details-After Reading***

**E-Chart**

Name \_\_\_\_\_ Date \_\_\_\_\_

**E-Chart**

Write the main idea on the left line. Write details that support on each line of the “E”.



The diagram is an 'E-Chart' graphic organizer. It consists of a horizontal line on the left side, which is the 'main idea' line. To the right of this line is a vertical line that extends from the top to the bottom of the chart. This vertical line is connected to two horizontal lines, one above and one below the main horizontal line, forming the 'supporting details' lines. The entire structure resembles the letter 'E'.

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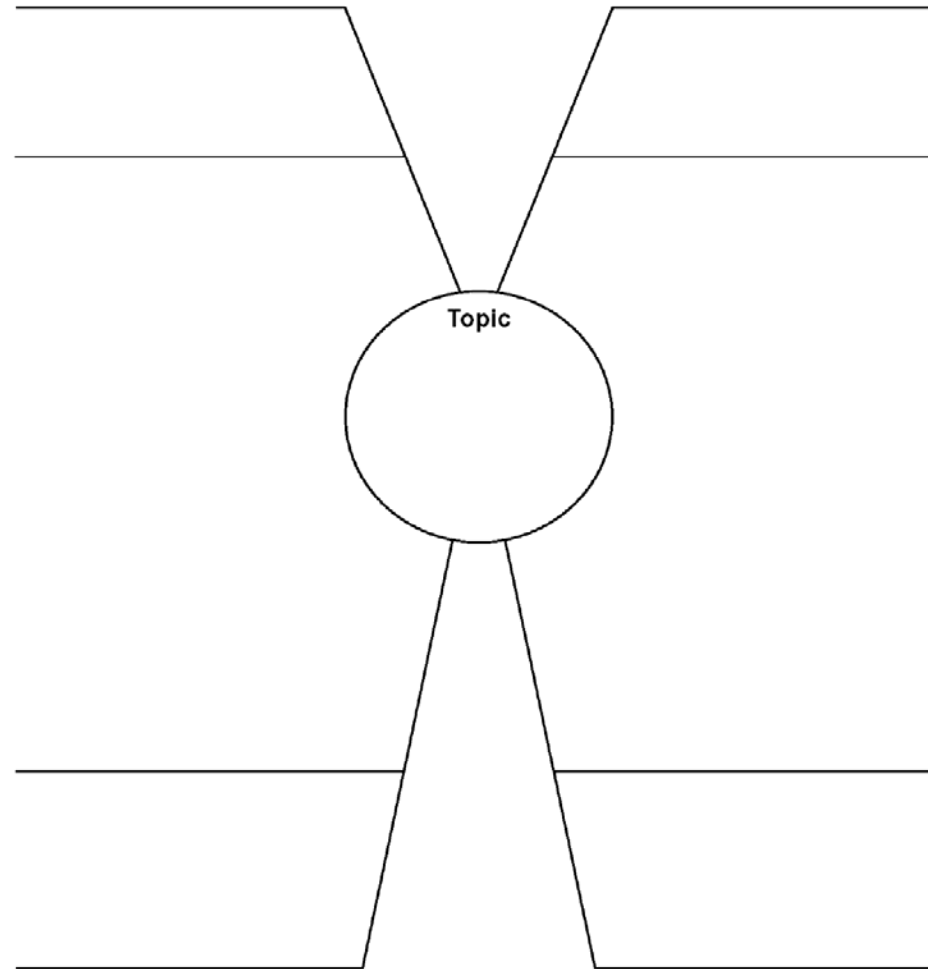
### *Graphic Organizers: Reading – Main Idea/Topic/Supporting Details-After Reading*

#### Spider Map

Name \_\_\_\_\_ Date \_\_\_\_\_

#### **Spider Map**

Write main ideas on the slanted lines that connect to the circle. Write details on the branching lines.



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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Plot/Conflict-After Reading**

**Plot Checklist Sheet & Conflict**



**List**

**Plot ✓ Sheet and Conflict List**

**Name:**  
**Title:**

**Conflict List**  
(Check one or more)  
  
Character vs. Nature ☐  
Character vs. Self ☐  
Character vs. Society ☐  
Character vs. Character ☐

1. Did you feel like you were part of the story? Yes ☐ No ☐  
(Please explain on back)

2. Were you able to guess what was going to happen at the end ?  
Yes ☐ No ☐  
(Please explain on back)

3. What do you think was the best part of the story?

**Main Problem** \_\_\_\_\_

**Character's Goal** \_\_\_\_\_

**Resolution** \_\_\_\_\_

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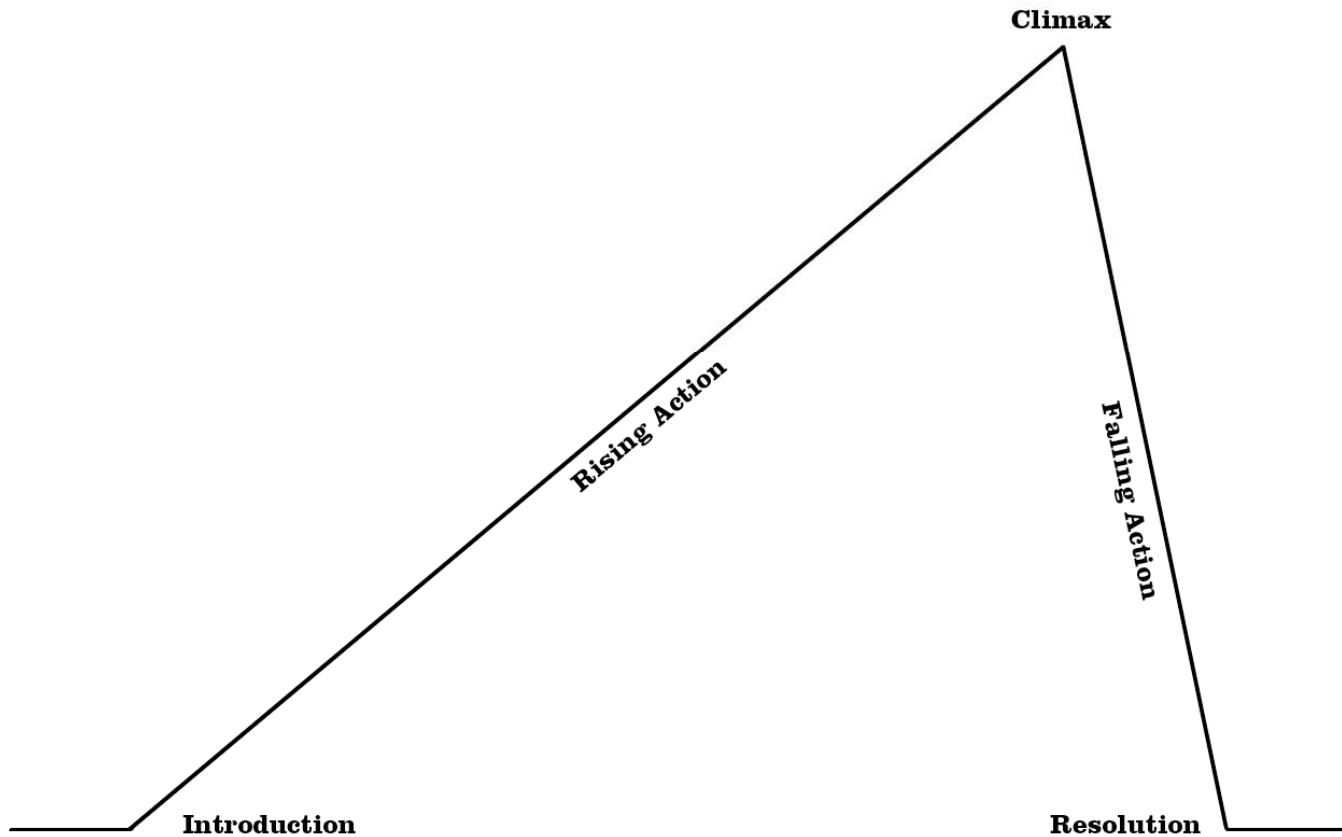
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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Plot/Conflict-After Reading**

**Plot Diagram**



**Plot Diagram**



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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Character Studies-After Reading**

**Character Checklist Sheet**  
**& Traits List**



Character ✓ Sheet and Traits List

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

1. Does the character seem real to you?  
 Yes ☐ No ☐  
 (Please explain on back)

2. Do the character's actions fit what you know  
 of him/her? Yes ☐ No ☐ (Please explain on back)

3. This character is: \_\_\_\_\_ flat (stays the same)

○ round (changes)

Common Character Traits

|              |             |             |
|--------------|-------------|-------------|
| adventurous  | friendly    | pretty      |
| awesome      | fun-loving  | quiet       |
| artistic     | gentle      | rich        |
| athletic     | generous    | respectful  |
| active       | happy       | rad         |
| beautiful    | humble      | sad         |
| brave        | hostile     | sloppy      |
| bold         | honest      | serious     |
| bossy        | intelligent | successful  |
| cheerful     | Independent | shy         |
| curious      | Inventive   | short       |
| creative     | a leader    | smart       |
| courageous   | lazy        | studious    |
| considerate  | messy       | selfish     |
| daring       | mischievous | simple      |
| a dreamer    | mean        | tall        |
| dainty       | neat        | trustworthy |
| dangerous    | nasty       | thoughtful  |
| exciting     | nice        | unselfish   |
| entertaining | nosy        | warm        |
| energetic    | open        | witty       |
| funny        | poor        | wild        |
| a fighter    | proud       | wonderful   |

Character Traits

Illustration

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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Character Studies-After Reading**

**Character Comparison Sheet**



**Character Comparison Sheet**

Name: \_\_\_\_\_

\_\_\_\_\_

Title and Author

Character 1:

Character 2:

CHARACTER SIMILARITIES

CHARACTER DIFFERENCES

↔

↔

↔

↔

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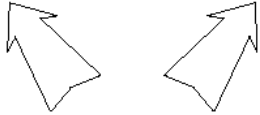

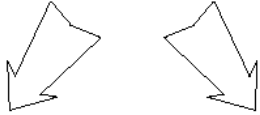
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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Character Studies-After Reading**

**Character Map**

**Character Map**

|                                                                                                          |                                                                                     |                                                                                                                    |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Actions:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>  |   | <p style="text-align: center;">Says:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>               |
|                        |                                                                                     |                                                                                                                    |
| <p style="text-align: center;">Feelings:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |  | <p style="text-align: center;">Appearance (Looks):</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

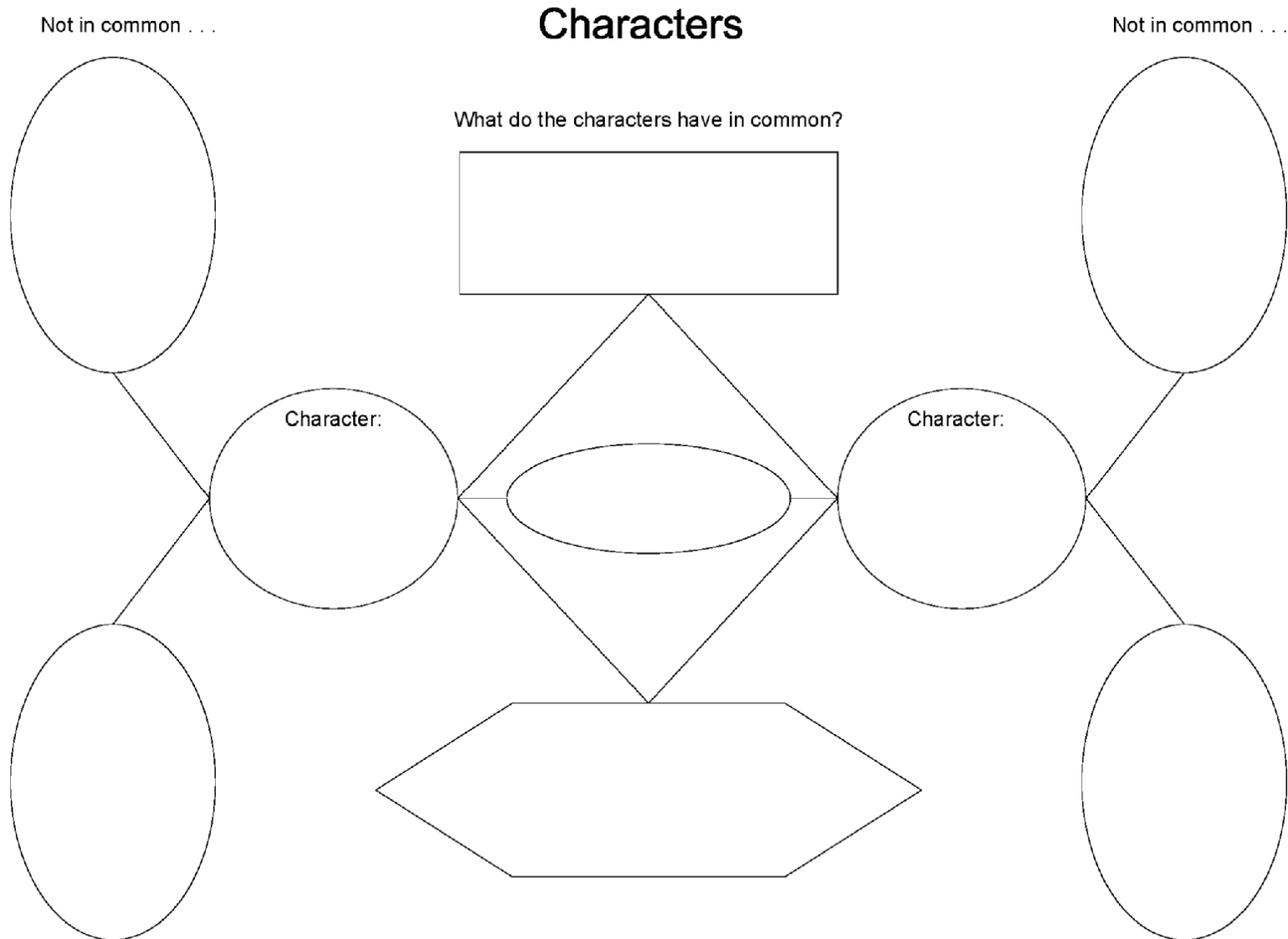
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# LANGUAGE ARTS CURRICULUM

## Graphic Organizers: Reading – Character Studies-After Reading

### Character with Common & Uncommon Traits



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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Character Studies-After Reading**

**Character Trait Chart**

**Character Trait Chart**

Directions: In the left-hand column, write the character traits of the one of the characters in the story.  
In the right-hand column, list how the trait is revealed in the text. (Traits can be revealed by events, actions, words, thoughts, attitudes, and feelings.)

Character: \_\_\_\_\_

| Trait | Revealed by... |
|-------|----------------|
|       |                |
|       |                |
|       |                |
|       |                |
|       |                |
|       |                |

**Character Traits Word Bank**

adventurous, afraid, ambitious, arrogant, bad, bold, bossy, brainy, brave, brilliant, calm, careful, careless, charming, cheerful, childish, cowardly, cruel, curious, demanding, depressed, dishonest, eager, easygoing, energetic, evil, faithful, fearless, foolish, friendly, funny, gentle, giving, gloomy, graceful, greedy, guilty, happy, healthy, helpful, honest, hopeful, imaginative, impatient, impolite, innocent, inventive, intelligent, jealous, kind, lazy, lonely, loving, loyal, lucky, mature, mean, mysterious, nervous, nice, noisy, obedient, peaceful, pleasant, polite, poor, proud, quiet, responsible, rough, rowdy, rude, sad, scared, selfish, serious, shy, silly, sly, smart, sneaky, spoiled, strange, sweet, talented, thoughtful, thoughtless, trusting, trustworthy, unfriendly, unhappy, upset, warm, weak, wicked, wise, worried, zany

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## ***LANGUAGE ARTS CURRICULUM***

### ***Graphic Organizers: Reading – Pre/Post Reading & Pre/Post Writing***

#### **Question Creation Chart (Q-Chart)**

### **Question Creation Chart (Q-Chart)**

|       | Is | Did | Can | Would | Will | Might |
|-------|----|-----|-----|-------|------|-------|
| Who   |    |     |     |       |      |       |
| What  |    |     |     |       |      |       |
| Where |    |     |     |       |      |       |
| When  |    |     |     |       |      |       |
| How   |    |     |     |       |      |       |
| Why   |    |     |     |       |      |       |

Directions: Create questions by using one word from the left hand column and one word from the top row. The farther down and to the right you go, the more complex and high-level the questions.

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***LANGUAGE ARTS CURRICULUM***  
***Graphic Organizers: Reading***



**KWL Chart**

**KWL Chart**

| What do I know? | What do I want to find out? | What did I learn? |
|-----------------|-----------------------------|-------------------|
|                 |                             |                   |

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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading**

**Venn Diagram**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Venn Diagram**

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject: \_\_\_\_\_ Subject: \_\_\_\_\_

The diagram consists of two large, overlapping circles. Each circle is divided into five horizontal sections by four lines, providing space for writing. The central area where the two circles overlap is also divided into five horizontal sections. Above the left circle is a dashed line labeled 'Subject:'. Above the right circle is a dashed line labeled 'Subject:'.


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## LANGUAGE ARTS CURRICULUM

### Graphic Organizers: Reading – Author’s Craft-Reading or Writing

#### Author’s Tools – Imagery, Similes, Metaphors, Hyperbole



Name: \_\_\_\_\_

Title: \_\_\_\_\_

Author: \_\_\_\_\_

| <b>AUTHOR TOOLS</b>                                         |                                                                   |
|-------------------------------------------------------------|-------------------------------------------------------------------|
|                                                             |                                                                   |
| <b>IMAGERY:</b> Appeals to the senses                       | <b>SIMILES:</b> Comparison between unlike things using like or as |
|                                                             |                                                                   |
| <b>METAPHORS:</b> Comparisons suggesting things are similar | <b>HYPERBOLE:</b> Exaggeration used to make a point               |

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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Reading – Fact & Opinion-Writing/Reading**

**Fact & Opinion**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Fact and Opinion**

Write your topic at the top. Add details to each column.

|  |
|--|
|  |
|--|

| Fact | Opinion |
|------|---------|
|      |         |
|      |         |
|      |         |
|      |         |
|      |         |

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**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Kindergarten Organizer**

**Small Moments Planner**

This graphic organizer can help students transition to writing a story with a beginning, middle and end. Students work with a kindergarten partner while the students listen to each other tell a story, pointing to each box on the planner. The planner is only for illustrations and the working title.

|                                              |              |              |
|----------------------------------------------|--------------|--------------|
| <p>Small Moments Planner</p> <p>By _____</p> |              |              |
| <p>My Title:</p>                             |              |              |
| <p>First:</p>                                | <p>Next:</p> | <p>Last:</p> |

Adapted from Calkins' "Many Moments" planner available on the Units of Study series DVD.

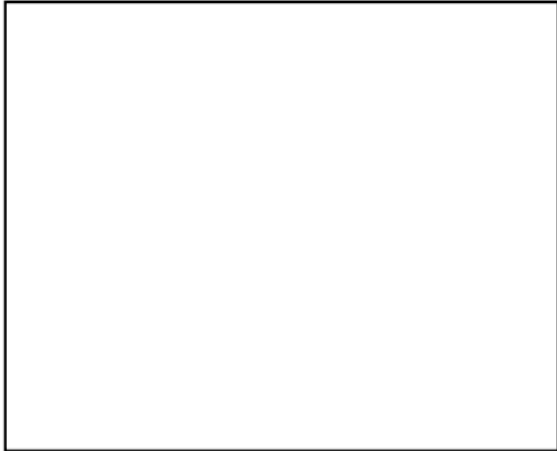
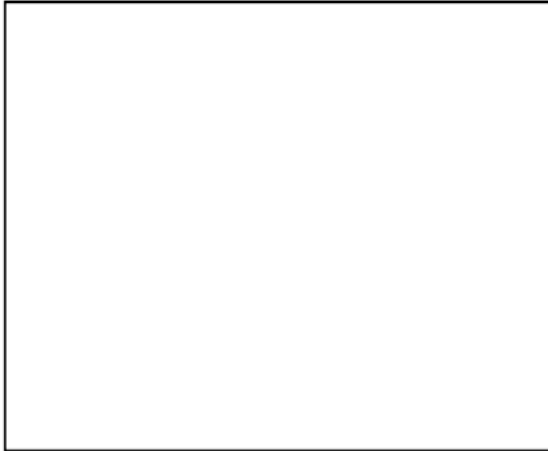


Source: [http://www.writingfix.com/PDFs/workshop/Jodies\\_units/Unit2\\_planner1.pdf](http://www.writingfix.com/PDFs/workshop/Jodies_units/Unit2_planner1.pdf)

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Kindergarten Organizer**

**Small Moments Writing Page**

Upon completion of the planner, students take ONE Small Moments Writing Page and number it. As they finish the pages, they help themselves to the next page. This graphic organizer has helped the children to manage where they were in the story and where they were going. Some students continue to add pages until their books grow to many more than three pages. After several successful experiences in subsequent lessons, many students no longer need the graphic organizer.

Each day as the children get out their writing materials and previous work, student can line up their previous Small Moments Writing Page sheets, reread them and continue where they left off in the previous lesson.

|                                                                                                                 |                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|                              |                              |
| <hr/> <hr/> <hr/> <hr/> <hr/>                                                                                   | <hr/> <hr/> <hr/> <hr/> <hr/>                                                                                    |
| Small Moments Writing Page  | Small Moments Writing Page  |

Source: [http://www.writingfix.com/PDFs/workshop/Jodies\\_units/Unit2\\_planner2.pdf](http://www.writingfix.com/PDFs/workshop/Jodies_units/Unit2_planner2.pdf)

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Kindergarten Organizer**

**Small Story Planner**

Small Story Planner

By \_\_\_\_\_

My Title:

First:

Next:

Last:

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Kindergarten Organizer**

**Bigger Story Planner**

A Bigger Story Planner

By \_\_\_\_\_

My Title:

First:

Next:

Then:

Then:

Then:

Finally:

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Pre-Planning Organizers**

**Planning Chart-Determining  
the Author's Purpose  
& Audience**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Planning Chart**

Circle or write your purpose for writing in the first column. Answer the questions in the second column.

Topic \_\_\_\_\_

| Purpose                                                                                                                                                                                                                                                                                                                                                             | Audience                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Circle one.</i> <ul style="list-style-type: none"><li>● to tell a real story</li><li>● to tell a made-up story</li><li>● to describe a person, place, or thing</li><li>● to explain how to do something</li><li>● to find something out</li><li>● to give an opinion</li><li>● to ask something</li><li>● other</li></ul> <p>_____</p> <p>_____</p> <p>_____</p> | <i>Write answers to these questions.</i> <p>1. Who will read this?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. What do they already know about my topic?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. What do I want them to know?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>4. What part of my topic would interest them most?</p> <p>_____</p> <p>_____</p> <p>_____</p> |

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Source: <http://www.eduplace.com/graphicorganizer/pdf/planning.pdf>

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Pre-Planning Organizers**

**Personal Narrative Organizer**

## Personal Narrative Organizer

Lead (introductory sentence) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Events in sequence

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusion \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



<http://www.scholastic.com>

Source:

[http://teacher.scholastic.com/LessonPlans/pdf/march05\\_unit/PersonalNarrative.pdf](http://teacher.scholastic.com/LessonPlans/pdf/march05_unit/PersonalNarrative.pdf)

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Persuasive Writing**

**Persuasion Map**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Persuasion Map**

Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.

The diagram is a Persuasion Map graphic organizer. It consists of a central box labeled "Goal" on the left. Three lines branch out from the right side of the "Goal" box to three separate boxes labeled "Reason 1", "Reason 2", and "Reason 3". From the right side of each reason box, three lines branch out to a total of nine smaller boxes. Each of these nine boxes is labeled "fact/example".

```
graph LR; Goal[Goal] --- Reason1[Reason 1]; Goal --- Reason2[Reason 2]; Goal --- Reason3[Reason 3]; Reason1 --- R1_1[fact/example]; Reason1 --- R1_2[fact/example]; Reason1 --- R1_3[fact/example]; Reason2 --- R2_1[fact/example]; Reason2 --- R2_2[fact/example]; Reason2 --- R2_3[fact/example]; Reason3 --- R3_1[fact/example]; Reason3 --- R3_2[fact/example]; Reason3 --- R3_3[fact/example];
```

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Source: <http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf>

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Expository Writing**

**Biography Book Report Organizer**

Name \_\_\_\_\_

**Biography Book Report**      GRAPHIC ORGANIZER

| Important characteristics |   |   |   |   | Reason this person is famous |   |   |   |   |
|---------------------------|---|---|---|---|------------------------------|---|---|---|---|
| 1                         | 2 | 3 | 4 | 5 | 1                            | 2 | 3 | 4 | 5 |
| SUBJECT NAME:             |   |   |   |   |                              |   |   |   |   |
|                           |   |   |   |   |                              |   |   |   |   |
|                           |   |   |   |   |                              |   |   |   |   |
|                           |   |   |   |   |                              |   |   |   |   |
|                           |   |   |   |   |                              |   |   |   |   |

| Important Contributions |   |   |   |   | Experiences that made this person important |   |   |   |   |
|-------------------------|---|---|---|---|---------------------------------------------|---|---|---|---|
| 1                       | 2 | 3 | 4 | 5 | 1                                           | 2 | 3 | 4 | 5 |
|                         |   |   |   |   |                                             |   |   |   |   |
|                         |   |   |   |   |                                             |   |   |   |   |
|                         |   |   |   |   |                                             |   |   |   |   |
|                         |   |   |   |   |                                             |   |   |   |   |
|                         |   |   |   |   |                                             |   |   |   |   |

| Things you admire about this person |   |   |   |   |
|-------------------------------------|---|---|---|---|
| 1                                   | 2 | 3 | 4 | 5 |
|                                     |   |   |   |   |
|                                     |   |   |   |   |
|                                     |   |   |   |   |
|                                     |   |   |   |   |
|                                     |   |   |   |   |

**Due Date:** \_\_\_\_\_ Use this graphic organizer to help you organize your thoughts before you write your report. Complete the form using fragmented sentences and notes.



<http://www.scholastic.com>

Source: [http://www2.scholastic.com/content/collateral\\_resources/pdf/f/feb05\\_unit\\_BiographyChart.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/f/feb05_unit_BiographyChart.pdf)



# LANGUAGE ARTS CURRICULUM

## Graphic Organizers: Writing – Editing/Revising/Composing Checklists

### My Peer Editing Checklist



Name: \_\_\_\_\_ Date: \_\_\_\_\_ My Peer's name : \_\_\_\_\_

Directions: Read each sentence and color the picture that best describes how you feel about the statement.

|                                                 |  |  |  |
|-------------------------------------------------|--|--|--|
| 1. I used my best handwriting.                  |  |  |  |
| 2. I used capital letters and periods.          |  |  |  |
| 3. I wrote the title of the story.              |  |  |  |
| 4. I drew pictures that go with the story.      |  |  |  |
| 5. My friend asked me questions about my story. |  |  |  |
| 6. I added more details to my story.            |  |  |  |
| 7. My writing makes sense when I read it.       |  |  |  |

Comments: \_\_\_\_\_

\_\_\_\_\_

## LANGUAGE ARTS CURRICULUM

### Graphic Organizers: Writing – Editing/Revising/Composing Checklists

#### COPS Editing Checklist



#### COPS Editing Checklist

*Use the following checklist as a guide when you edit your writing. Also, use it when you are ready to proofread your final draft.*

##### CAPITALIZATION

- \_\_\_\_\_ Start all sentences with a capital letter
- \_\_\_\_\_ Capitalize nouns that name specific people, places, and things (proper nouns)

##### ORGANIZATION

- \_\_\_\_\_ Sentences should be clear and complete (combine simple sentences without creating a run-on sentence)
- \_\_\_\_\_ Edit run-on sentences into 2 or more complete sentences
- \_\_\_\_\_ Check that you have included a variety of sentence structures (having different lengths, using various introductory clauses/endings, effective use of transition words)
- \_\_\_\_\_ Use powerful verbs, specific nouns, and colorful adjectives/adverbs

##### PUNCTUATION

- \_\_\_\_\_ Each sentence should end with an appropriate punctuation mark (. ! ?)
- \_\_\_\_\_ Use commas after introductory clauses and transition words
- \_\_\_\_\_ Use commas in a series (Larry, Moe, and Curly)
- \_\_\_\_\_ Use commas before connecting words (and, but, or) in compound sentences
- \_\_\_\_\_ Punctuate dialogue correctly (Mary said, "I did my homework!")

##### SPELLING

- \_\_\_\_\_ Did I check for spelling (use spell check)
- \_\_\_\_\_ Check for homonyms and make sure you used the correct form (too or to or two and your or you're)

Source:

[http://fc.niskyschools.org/~SSS\\_Resources/COPS%20Editing%20Checklist%20Graphic%20Organizer%20Version%20II.pdf](http://fc.niskyschools.org/~SSS_Resources/COPS%20Editing%20Checklist%20Graphic%20Organizer%20Version%20II.pdf)

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Editing/Revising/Composing Checklists**

**Writing  
Checklist**



- Read your story out loud to make sure it makes sense \_\_\_\_.
- Add to your story or X out what you don't want \_\_\_\_.
- Circle words that do not look right \_\_\_\_.
- Use spelling trial page \_\_\_\_.
- Look up the circled words \_\_\_\_.
- Read your story out loud. Listen for where your voice stops. Add punctuation \_\_\_\_.
- Check for capitalization at the beginning of your sentences \_\_\_\_.

Source:

University of Arkansas at Little Rock Early Literacy Training Center. 2003

<http://www.arliteracymodel.com/pdf/elsgmanual/nara%20writing%20checklist.pdf>

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Editing/Revising/Composing Checklists**

**Proofreading Checklist**

**★ Proofreading Checklist ★**

Does your paper have mistakes that might make it difficult to read and understand? Read each question below. Then check your paper. Correct any mistakes you find. After you have corrected them, put a check mark in the box next to the question.

- ? 1. Did I spell all words correctly?
- ? 2. Did I indent each paragraph?
- ? 3. Does each sentence state a complete thought?
- ? 4. Are there any run-on sentences or fragments?
- ? 5. Did I begin each sentence with a capital letter?
- ? 6. Did I capitalize all proper nouns?
- ? 7. Did I end each sentence with the correct end mark?
- ? 8. Did I use commas, apostrophes, and quotation marks correctly?

Are there other problem areas you must watch for? Make your own proofreading checklist.

|   |       |
|---|-------|
| ? | _____ |
| ? | _____ |
| ? | _____ |
| ? | _____ |
| ? | _____ |
| ? | _____ |
| ? | _____ |
| ? | _____ |
| ? | _____ |
| ? | _____ |
| ? | _____ |
| ? | _____ |

Source:

<http://www.greenville.k12.sc.us/riverms/writer/writerHB/Proofreading%20Checklist.pdf>

**LANGUAGE ARTS CURRICULUM**  
**Graphic Organizers: Writing – Editing/Revising/Composing Checklists**

**Peer Editing Checklist**

Name: \_\_\_\_\_

## Peer Editing Checklist

**Title of My Writing:** \_\_\_\_\_

- ☐ I read my writing myself to see if it made sense.
- ☐ My writing is focused on one important idea or topic.
- ☐ My introduction attracts a reader's attention.
- ☐ The title fits the piece and gets a reader interested.
- ☐ I replaced weak words (went, nice) with specific words.
- ☐ I deleted unnecessary words by combining short sentences.
- ☐ I deleted over used words (then, and, so).
- ☐ I checked for correct punctuation. ( ?, !, . )
- ☐ I checked for correct capitalization.
- ☐ I indented to begin a new paragraph.

**Writing this piece was:**

- ☐ hard work
- ☐ not so hard
- ☐ easy

**Editing this piece was:**

- ☐ hard work
- ☐ not so hard
- ☐ easy

**Next time I would change:** \_\_\_\_\_

\_\_\_\_\_



<http://www.scholastic.com>

Source: [http://www2.scholastic.com/content/collateral\\_resources/pdf/u/unit\\_autobio\\_peercheck.pdf](http://www2.scholastic.com/content/collateral_resources/pdf/u/unit_autobio_peercheck.pdf)

***LANGUAGE ARTS CURRICULUM***  
***K-8 READING DRA BENCHMARKS***

**Waterford Public Schools**

**K-8 DRA**

**Effective August 2008**

**Purpose:**

We have set curriculum that addresses the question, “What do we want students to learn?” We need a systematic approach to check to see if the students have obtained an understanding of the curricular standards. This is a means to answers the question, “How will we know when they have learned it?”

**Professional Learning Communities Guiding Questions:**

- |                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>■ What do we want students to learn?</li><li>■ How will we know when they have learned it?</li><li>■ What will we do when they do not learn it?</li><li>■ What will we do when they already know it?</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Response to Intervention (RTI):**

To answer the questions; “What will we do when they do not learn it?” Our STATs have means to give support to students who have not met a level of proficiency. The procedures will need to contain a means to measure how students are receiving extra supports to see if those supports are working and when the student does not need those additional supports.

**LANGUAGE ARTS CURRICULUM  
K-8 READING DRA BENCHMARKS**

**BACKGROUND INFORMATION ON READING COMPREHENSION ASSESSMENT TOOL:**

**1. What are the DRA performance levels?**

| <b>Grade Level</b> | <b>Assessment Window</b>          | <b>Grade Level Standard</b> | <b>Substantially Deficient</b> | <b>Level Range</b><br>End Number is Ceiling Level |
|--------------------|-----------------------------------|-----------------------------|--------------------------------|---------------------------------------------------|
| Grade K            | <b>Feb</b> (Before Vacation)      | 2                           | N/A                            | A - 18                                            |
|                    | <b>June</b> (Before Grades Close) | 4                           | 1                              |                                                   |
| Grade 1            | <b>Nov</b> (Before Conference)    | 8                           | 4                              | 4 - 28                                            |
|                    | <b>Feb</b> (Before Vacation)      | 12                          | 8                              |                                                   |
|                    | <b>June</b> (Before Grades Close) | 18                          | 12                             |                                                   |
| Grade 2            | <b>Nov</b> (Before Conference)    | 20                          | 14                             | 18 - 38                                           |
|                    | <b>Feb</b> (Before Vacation)      | 24                          | 16                             |                                                   |
|                    | <b>June</b> (Before Grades Close) | 28                          | 20                             |                                                   |
| Grade 3            | <b>Nov</b> (Before Conference)    | 30                          | 24                             | 28 - 40                                           |
|                    | <b>Feb</b> (Before Vacation)      | 34                          | 28                             |                                                   |
|                    | <b>June</b> (Before Grades Close) | 38                          | 30                             |                                                   |
| Grade 4            | <b>Jan</b> (First 3 weeks)        | 40 Instructional            | 38 Instructional               | 38 - 50                                           |
|                    | <b>June</b> (Before Grades Close) | 40 Independent              | 38 Independent                 |                                                   |
| Grade 5            | <b>Jan</b> (First 3 weeks)        | 50 Instructional            | 40 Instructional               | 40 - 60                                           |
|                    | <b>June</b> (Before Grades Close) | 50 Independent              | 40 Independent                 |                                                   |
| Grade 6*           | <b>Jan</b> (First 3 weeks)        | 60 Instructional            | 50 Instructional               | 50 - 60                                           |
|                    | <b>June</b> (Before Grades Close) | 60 Independent              | 50 Independent                 |                                                   |
| Grade 7*           | <b>Jan</b> (First 3 weeks)        | 70 Instructional            | 60 Instructional               | 60 - 70                                           |
|                    | <b>June</b> (Before Grades Close) | 70 Independent              | 60 Independent                 |                                                   |
| Grade 8*           | <b>Jan</b> (First 3 weeks)        | 80 Instructional            | 70 Instructional               | 70 - 80                                           |
|                    | <b>June</b> (Before Grades Close) | 80 Independent              | 70 Independent                 |                                                   |

**\* Tests only given to those who need extra support**

## ***LANGUAGE ARTS CURRICULUM***

### ***K-8 READING DRA BENCHMARKS***

#### **2. What are the DRA2 K-3 and DRA2 4-8?**

The Developmental Reading Assessment II (DRA2) is an individual reading assessment designed to assess students' reading performance in Grades K-3 and Grades 4-8. The DRA2 contains fiction and nonfiction benchmark assessment books and includes procedures for assessing the readers' oral fluency and comprehension.

The required components of the DRA2 include:

- ✓ Leveled texts.
- ✓ Oral Reading Fluency.
- ✓ Reading Comprehension Level.

#### **3. What is the purpose of administering the DRA?**

The DRA provides teachers an opportunity to observe their students' reading behaviors. The data and information gathered enable the teacher to:

- ✓ Diagnose students' instructional needs and plan for intervention as needed.
- ✓ Determine the level at which the student is able to read independently.
- ✓ Group students effectively to provide appropriate reading instruction and opportunities to practice reading skills and strategies.
- ✓ Document changes over time in reading performance by monitoring students' ability to use a variety of skills and strategies.
- ✓ Identify students who may be working below proficiency and need further assessments.
- ✓ Inform parents and other educators of students' current reading performance and achievement.

#### **4. Is there a ceiling level for DRA?**

To ensure that there are levels available for assessing during the mandated assessment window, the author and the publisher recommend ceiling levels at each grade level. These levels are one or more years above the expected reading level for that grade level.



## ***LANGUAGE ARTS CURRICULUM K-8 READING DRA BENCHMARKS***

### **ENGLISH LANGUAGE LEARNER REQUIREMENTS:**

**5. How does Section 10-17f(c) of the C.G.S. require Connecticut school districts to use the DRA1 to assess English mastery in kindergarten through Grade 2?**

Section 10-17f(c) of the C.G.S. requires the SBE to develop state English mastery standards to assess the linguistic and academic progress of students in programs of bilingual education. The SBE originally adopted the DRA as the academic measure of the English mastery standard for bilingual students in Grades K-3. In September 2003, the SBE officially adopted the DRA as the academic measure of the English mastery standard for students in Grades K-2 and applied it to all ELLs. Because the Connecticut Mastery Test (CMT) was the other academic measure for students in Grades 3-8, the DRA requirement as an exit measure for Grade 3 was dropped at that time.

**6. Must all ELL students be assessed using the state approved DRA?**

All Grades 1-3 students in English language programs in PSDs must be assessed annually using the DRA. The SDE recommends that Spanish speaking students in ELL programs be assessed for their ability to read and comprehend in Spanish using the Spanish version of the DRA1, Evaluación del desarrollo de la lectura (EDL), only after the English version of the state-approved DRA has been administered. The use of the EDL will provide teachers of ELL students with additional information to plan instruction.

**7. How is the DRA used to fulfill the annual assessment of academic progress for students in ELL programs and to exit students from ELL Programs?**

To be eligible to exit an ELL program or discontinue receiving ELL support, a student in kindergarten, Grade 1 and Grade 2 must meet the following grade-level standard on the DRA:

DRA Grade-Level Proficiency Standard

- ✓ K Level 4
- ✓ 1 Level 18
- ✓ 2 Level 28 Nonfiction selection

**8. What accommodations can be made for the administration of the DRA?**

The same accommodations that are allowed for the CMT apply to the administration of the DRA when appropriate. However, extended time is not an appropriate accommodation for the DRA.

***LANGUAGE ARTS CURRICULUM***  
***K-8 READING DRA BENCHMARKS***

**SPECIAL EDUCATION CONSIDERATIONS:**

**9. What accommodations can be made for the administration of the DRA?**

The same accommodations that are allowed for the CMT apply to the administration of the DRA when appropriate. However, extended time is not an appropriate accommodation for the DRA.

**10. Should students in special education be assessed using the state approved DRA?**

ALL special education students in an academic program (Grades 1-3) should be assessed with all other students. If they are not making sufficient progress toward learning to read, they should have access to extra help. As such, only severely-cognitively-impaired students in Grades 1-3 who are participating in the general education curriculum in a functionally focused program should not participate in the DRA. The Individualized Education Programs (IEPs) of students in this latter group should reflect how they would be assessed on appropriate developmental communication skills.