

READING & LANGUAGE CURRICULUM



SCHOOL DISTRICT
OF
THREE LAKES

Revised 2012-2013

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Language Arts Curriculum

Kindergarten

Reading

Literature/Informational

- With prompting and support, identify key ideas and details in a story (e.g., characters, settings, and major events) **(1, 2, 3)**.
- Demonstrate general knowledge and vocabulary learned through the language experience (e.g. types of text, author and illustrator, parts of a book) **(4, 5, 6)**.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts) **(7)**.
- With prompting, compare and contrast the adventures and experiences of characters in literature, and compare and contrast informational texts on the same topic **(9)**.
- Actively engage in group reading activities with purpose and understanding **(10)**.

Writing

- Demonstrate knowledge of various writing techniques to write opinion pieces, informative pieces, or to narrate a single event (e.g., journaling, story mapping, morning message, dictation) **(1, 2, 3)**.

Speaking and Listening

- Participate in age-appropriate activities involving listening and speaking **(1)**.
- Use agreed-upon rules for group discussion (e.g., body basics) **(1.a)**.
- Continue a conversation through multiple exchanges **(1.b)**.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud (e.g., who, what, where, when, etc.) **(2)**.
- Ask questions to clarify information in a read aloud **(2)**.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines **(3)**.
- Understand and use narrative language to describe people, places, things, locations, events, and actions **(4)**.
- Draw pictures and/or dictate ideas to represent details or information from a read-aloud **(5)**.
- Speak clearly with volume appropriate to the setting **(6)**.

Language

- Print many upper-and lowercase letters **(1.a)**.
- Use frequently occurring nouns and verbs **(1.b)**.
- Form regular plural nouns orally by adding /s/ or /es/ **(1.c)**.
- Understand and use question words **(1.d)**.
- Use the most frequently occurring prepositions **(1.e)**.
- Produce and expand complete sentences in shared language activities **(1.f)**.
- Capitalize the first word in a sentence and the pronoun I **(2.a)**.
- Recognize and name end punctuation **(2.b)**.
- Write a letter or letters for most consonant and short-vowel sounds **(2.c)**.
- Spell simple words phonetically **(2.d)**.
- Identify new meaning for familiar words and apply them accurately (e.g., duck-animal vs. to duck) **(4.a)**.
- Use the most frequently occurring inflections and affixes **(4.b)**.
- With assistance, categorize and organize facts and information within a given topic **(5.a)**.
- Understand and use words and phrases from a text that has been read **(5.b, 5.d)**.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds **(5.c)**.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts **(6)**.

Foundational Skills

- Identify all letters and their sounds **(1.d, 3.a, 3.b)**.
- Identify beginning and ending sounds in a word **(2.c, 2.d, 2.e, 3.d)**.
- Demonstrate understanding of the organization and basic features of print **(1.a, 1.b, 1.c, 1.d)**.
- Demonstrate understanding of spoken words, syllables, and sounds (e.g., rhyming and syllables) **(2.a, 2.b, 2.c, 2.d, 2.e)**.
- Read common high frequency words by sight (e.g., benchmark word list) (See appendix) **(3.c)**.
- Read emergent-reader texts with purpose and understanding.

Kindergarten Sight Word List

the	Is	not	my	to	for	up
and	you	can	go	in	I	big
a	It	said	me	see	play	

First Grade

Reading

Have practice with the following reading strategies:

- Story mapping, KWL, DRTA, Venn Diagrams, Semantic Mapping (See Appendix A).
- Ask and answer questions about key details and vocabulary in a text (e.g. fiction/non-fiction) **(RL1, RI1, RI4)**.
- Comprehend details and relationships and draw conclusions from reading **(RL3)**.
- Demonstrate sequencing.
- Predict outcomes from information given.
- Read with accuracy and fluency on level **(RF4)**.
- Determine if a story is real or fantasy **(RL5)**.
- Identify or find title, author, illustrator, publisher, and copyright of a given book.
- Know and use various text features to locate key facts or information **(RI5)**.
- Sequence and re-tell a story including key details and understanding of main idea **(RL2, RI2)**.
- Distinguish between fact and fiction **(RL5)**.
- Identify who is telling the story **(RL6)**.
- Use pictures and details to describe characters, setting, events or key ideas **(RL7, RI7)**.
- Describe connections between people, events, ideas, and information in a text **(RL3, RL4, RI3)**.
- Identify the author's purpose **(RI8)**.
- Compare and contrast the adventures and experiences of characters in a story or two texts on a given topic **(RL9, RI9)**.
- Read from a variety of genres across curriculum **(RL10, RI10)**.
- Read and comprehend materials at grade level including fiction/non-fiction, prose and poetry by the end of the year **(RL10, RI10, RF4)**.

Writing

- Have exposure to prewriting experiences **(W7)**.
- Write a story with a beginning, middle and end with appropriate illustrations **(W3, S5)**.
- Be exposed to journal writing **(W1, W2)**.
- Pattern writing from stories, prior knowledge, and teacher example.
- Be exposed to writing fiction, poetry and expository forms **(W2)**.

- Be able to write a paragraph with topic sentence, supporting details and closing sentence (**W2**).
- Write an opinion piece (**W1**).
- Group-write thank you notes, stories and lists.
- Place actions or events in order.
- Have practice with time relationships in a story (e.g., past, present, and future.)
- Gather information to answer a question (**W7, W8**).
- Use peer and self-editing to strengthen writing (**W5**).

Speaking and Listening

- Speak in complete sentences describing people, places, things and events using relevant details (**S4, S6**).
- Use and know the difference between questions and statements (**S6**).
- Demonstrate general knowledge and vocabulary learned through language experiences (**S2**).
- Follow verbal directions.
- Participate in collaborative conversations with peers and adults across curriculum (**S1**).
- Ask/answer questions about key details in information presented orally (e.g., texts, speakers, other media) (**S3**).

Language

- Understand prepositions (during, beyond, toward), conjunctions (and, but, or, so, because) and basic concepts in relation to everyday circumstances (**L1, L6**).
- Prints all upper and lower case letters (**L1**).
- Use sentence form with capital letter and ending punctuation (**F1**).
- Use spaces between words.
- Capitalize proper nouns (**L2**).
- Use commas to separate words in a series and when writing dates (**L2**).
- Define unknown words using context clues, prior knowledge, and real life experiences (**L4**).
- Sort words into categories (**L5**).
- Use singular and plural nouns with matching verbs (he hops, we hop) (**L1**).
- Will use adjectives, verbs, nouns and pronouns correctly (**L1**).
- Use verbs to convey a sense of past, present and future (walk and will walk) (**L1**).
- Be able to identify and use questions, statements, and exclamatory sentences (**L1**).

Foundational Skills

- Demonstrate and use phonetic skills: sounds (See appendix C) (**RF2**).
- Decode words using phonics skills, picture and context clues (**RF3**).

- Recognize basic sight words (pre-primer, primer first grade, second grade) (See appendix D) (**RF3**).
- Recognize and read irregularly spelled words (**RF3**).
- Spell first grade Sitton words (See appendix B) (**L2**).

Appendix A: Reading Strategies Taught in First Grade:

D R T A (Directed Reading Thinking Activity): This strategy helps students to make inferences while reading. Teachers guide students through a selection to help them formulate questions, make predictions, and validate or reject their predictions. Teachers find it useful to write predictions and modifications on the board to focus the discussion as the student’s progress through the selection.

Activating Prior Knowledge - KWL (Know, Want to Know, Learned)

Venn Diagrams: Students will compare and contrast information from fiction/non-fiction literature.

Story Mapping: This is to include using words for setting, main character, supporting characters, problem and solution.

Semantic mapping: Students will map vocabulary words across the curriculum and add matching illustrations.

Making Predictions: Thinking skills can be honed by having children make guesses or predictions before and while they read. This gives them a purpose for reading and involves them in achieving meaning. Prediction is a significant part of the DRTA reading strategy.

Appendix B: Sitton words

the	is	it	was	as	they	this	have	a
of	to	you	he	on	with	at	from	or
and	in	that	for	are	his	be	I	by
one	had	not						

Appendix C: Phonics

A vowel between two consonants is usually short: **CVC pin, cap, hot, bug, bed**

A vowel before two or more consonants is usually short: **wish, graph, much, blotter, lettuce**

A vowel followed by a consonant plus e is usually long: **Silent e rule pine, date, cute**

The letter y can be a vowel at the end of the word and it has two sounds: **Cry, baby rule**

When two vowels are together the first vowel will be long and the second vowel will be silent: **meat, feet, wait, main**

Appendix D: Dolch Words

Pre-Primer		Primer		First		Second		Third	
a	me	at	out	will	just	always	off	write	keep
and	my	ate	please	with	know	around	or	your	kind
away	not	be	pretty	yes	let	because	pull	about	laugh
big	one	black	ran	after	live	been	read	better	light
blue	play	brown	ride	again	may	before	right	bring	long
can	red	but	saw	an	of	best	sing	carry	much
come	run	came	say	any	old	both	sit	clean	myself
down	said	did	she	ask	once	buy	sleep	cut	never
find	see	do	so	as	open	call	tell	done	only
for	the	eat	soon	by	over	cold	their	draw	own
funny	three	four	that	could	put	does	these	drink	pick
go	to	get	there	every	round	don't	those	eight	seven
help	two	good	they	fly	some	fast	upon	fall	shall*
here	up	have	this	from	stop	first	us	far	show
I	we	he	too	give	take	five	use	full	six
in	where	into	under	going	thank	found	very	got	small
is	yellow	like	want	had	them	gave	wash	grow	start
it	you	must	was	has	then	goes	which	hold	ten
jump	all	new	well	her	think	green	why	hot	today
little	am	no	went	him	walk	its	wish	hurt	together
look	are	now	what	his	were	made	work	if	try
make		on	white	how	when	many	would		warm
		our	who						

Second Grade

Reading

- Introduce and use DRTA, PREP, LINK, Word Maps and Charts, and Making Predictions (See Appendix A).
- Predict outcome of a sequence of actions or events.
- Recall details (who, what, where, when, why, and how) (**RL1, RI1**).
- Infer cause and effect.
- Understand stated factual details and relationships (**RI3**).
- Place actions or events in appropriate sequence (**RL5**).
- Recognizing main idea (**RI2**).
- Describe traits and feelings of characters and how they respond to major events and challenges (**RL3**).
- Use context clues to find the meaning of the word (**RI4, RF4.c**).
- Use reference materials (**W8**).
- Read orally with expression, following the punctuation, and speaking in a different voice for each character fluently (**RL6, RF4, RF4.b**).
- Reread for the purpose of finding reasons to support the author’s main idea (**RI8, RF4.a**).
- Distinguish between fact and fiction.
- Describe how words and phrases, (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song **RL 4**
- Use information gained from the illustrations and words to demonstrate understanding of its characters, setting, or plot **RL 7**
- Know and use various text features (e.g., subheadings, diagrams, glossaries, indexes, bold print) to locate key facts or information in a text efficiently (**RI5, RI 7**).
- Compare and contrast two or more versions of the same story or topic by different authors or from different cultures (**RL9, RI9**).
- Identify the author’s purpose (**RI6**).
- Read and comprehend materials at grade level or higher, including informational texts, by the end of the year (**RL10, RI10**).
- Apply all the reading strategies presented in Storylords.

Writing

- Write a complete sentence with a capital letters and correct terminal punctuation.
- Introduce prewriting activities: Story Maps, Word Webs, Graphic Organizers, Lists of Possible Topics.

- Write a paragraph, including opinion pieces with support, including indentation and descriptive words (**W1**).
- Write in a journal.
- Write: Short Stories, Narratives, Poetry, Reports (**W2, W3, W7**).
- Use the five steps of the writing process: Prewriting, Drafting, Revising, Editing, Publishing (**W5, W6**).

Speaking and Listening

- Tell a story or recount an experience with facts and relevant descriptive details using complete sentences and speaking audibly (**SL4, SL6**).
- Retell a fable (**RL2**).
- Tell a riddle or joke.
- Participate in collaborative conversations with peers and adults (**SL1**).
- Follow appropriate rules for group discussions (e.g., listening to others, taking turns, staying on topic) (**SL1.a**).
- Build on others' conversations by linking comments in complete sentences and ask for clarification and further explanation from the speaker as needed (**SL1.b, SL1.c, SL3, SL6**).
- Summarize key ideas or details from information presented orally or through other media (**SL2**).
- Create audio recordings of stories or poems: add drawings or other visual displays (e.g., podcasts, voice thread) (**SL5**).

Language

- Identify and capitalize proper nouns (**L2.a**).
- Use commas for compound sentences and greetings and closings of letters (**L2.b**).
- Use collective nouns (e.g., group) (**L1.a**).
- Use correct plural noun forms, including frequently occurring irregular plural nouns (e.g., feet, children, fish) (**L1.b**).
- Use reflexive pronouns (e.g., myself, ourselves) (**L1.c**).
- Use correct subject/verb agreement.
- Use adjectives and adverbs correctly (**L1.e**).
- Compare objects using comparative and superlative adjectives.
- Understand double negatives.
- Identify homonyms.
- Recognize appropriate verb tense, including frequently occurring irregular verbs (e.g., sat, hid, told) (**L1.d**).
- Divide two syllable words.
- Use apostrophe correctly to form contractions and possessives (**L2.c**).
- Identify a compound word.

- Put words in alphabetical order to the first letter.
- Produce complete simple and compound sentences (**L1.f**).
- Use a dictionary to check and correct spelling (**L2.e**).

Foundational Skills

- Demonstrate phonetic skills:
 - **Long and Short Vowels (RF3.a)**
 - **Silent Letters: kn, wr, mb, ten, qu**
 - **Double Vowels: io, ea, ou, au, oo, ai, ay, ee, oi, ow (RF3.b)**
- Use phonetic skills to decode words, including two syllable words with long vowels (**RF3.c**).
- Decode prefixes, suffixes, and base words (**RF3.d**).
- Recognize basic 2nd and 3rd grade Dolch words.
- Spell 2nd grade Sitton words.
- Identify words with the same spelling pattern but with different sounds, *e.g.*, rough, though (**RF3.e**).
- Identify words with same sounds but spelled differently (*e.g.*, cage-badge, boy-boil) (**L2.d**).
- Recognize and read irregularly spelled words (**RF3.f**).

Appendix A: Reading Strategies Taught in Second Grade

D R T A (Directed Reading Thinking Activity): This strategy helps students to make inferences while reading. Teachers guide students through a selection to help them formulate questions, make predictions, and validate or reject their predictions. Teachers find it useful to write predictions and modifications on the board to focus the discussion as the students progress through the selection.

P R E P (PRE reading Plan): This strategy is a preparation for learning and is designed to determine the extent of students' prior knowledge and experiences before they begin reading. Readers need prior knowledge in order to be able to make inferences. The three basic steps involved in this procedure are: previewing the text for two or three important concepts, conducting a brainstorming activity with the students about these concepts, and evaluating student responses to determine their depth of prior knowledge about the topic.

L I N K (List Inquire Note Know): This strategy is designed to help students link their prior knowledge with the information they will be studying by cueing them into their own prior knowledge and motivating them to study new material more carefully. Students are asked to list their associations on paper. Have students ask other students about items on the list so that they can share and elaborate on their understandings and discover their own errors and difficulties. Then the board (list) is erased and students are instructed to turn over their own papers and write down everything that comes to mind based on prior experience and class discussion.

Word Maps and Charts: Word maps and charts are graphic representations that help students visualize the components of a definition. There are three components to the word definition which are:

- What is it?
- What is it like?
- What are some examples?

Making Predictions: Thinking skills can be honed by having children make guesses or predictions before and while they read. This gives them a purpose for reading and involves them in achieving meaning. Prediction is a significant part of the DRTA reading strategy.

Appendix B: 100 Sitton Spelling Words

but	what	all	were	when	we	there
which	their	said	if	do	will	each
out	them	then	she	many	some	so
into	has	more	her	two	like	him
no	make	than	first	been	its	who
made	over	did	down	only	way	find
long	little	very	after	words	called	just
get	through	back	much	go	good	new
man	too	any	day	same	right	look
around	another	come	work	three	must	because
can	an	your	now	people	my	came
about	how	up	use	may	water	even
these	would	other	where	most	know	think
see	time	could	write	our	me	does
also	part					

Appendix C: Second Grade Dolch Words

always	best	does	found	made	read	tell
around	both	don't	gave	many	right	their
because	buy	fast	goes	off	sign	these
been	call	first	green	on	sit	those
before	cold	five	its	pull	sleep	upon
with	would	use	wish	us	why	your
which	write	very	work			

Appendix D: Third Grade Dolch Words

about	cut	fall	hold	kind	myself	start
better	don't	far	hot	laugh	never	shall
bring	draw	full	hurt	light	only	show
carry	drink	get	if	long	own	six
clean	eight	grow	keep	much	pick	small
seven	warm	ten	today	together	try	

Third Grade

Reading

- Apply all the reading strategies presented in Storylords and/or Into the Book to read for meaning.
- Prior Knowledge.
- Connect Prior Knowledge with page content.
- Making predictions.
- Using context clues to infer word meaning in fiction and non-fiction writing **(RI4)**.
- Identify 3 kinds of questions and how to answer them **(RL1, RI1)**.
- Story mapping.
- Noun-Pronoun connections.
- Main idea and details **(RI2)**.
- Use inference to draw conclusions, identify traits and feelings of characters.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events **(RL3)**.
- Use sequencing skills to describe the relationship between a series of events, ideas, steps in a process, or concepts using “time words” **(RI3)**.
- Describe the connection between sentences and paragraphs (comparison, cause and effect) **(RI8)**.
- Compare and contrast the most important points and key details presented in two texts on the same topic **(RI9)**.
- Distinguish between fact and opinion and support your answer.
- Distinguish between different types of literature (i.e., poetry, informative articles, fiction, plays, tall tales.)
- Interpret a chart, map, or graph.
- Follow written and oral directions.

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language **(RL4)**.
- Distinguish their own point of view from that of the narrator, those of the characters, or the author's **(RL6, RI6)**.
- Use illustrations, maps, or photographs to explain parts of the story or events in an informational article **(RL7, RI7)**.
- Compare and contrast the themes, settings, and plots of stories written by the same author (i.e., books in a series) **(RL9)**.
- By the end of the year, students should read and comprehend materials (stories, dramas, poetry, and informational articles) at grade level or higher **(RL10, RI10)**.
- Use text features (key words, sidebars) and search tools (hyperlinks) to locate information efficiently **(RI5)**.

Writing

- Write a grade-appropriate opinion piece on a topic or a text, supporting a point of view with reasons **(W1, W4, W5)**.
- Write a grade-appropriate informative/explanatory text to examine a topic and convey ideas and information clearly. Use topic sentence, details, facts, illustrations, and a concluding sentence **(W2, W4, W5)**.
- Write a grade-appropriate narrative of a real or imagined experience or event. Use details, sequencing, dialogue, and descriptive words and phrases **(W3, W4, W5)**.
- Gather information from different sources, take notes and produce a research project that builds knowledge about a topic **(W7, W8)**.
- Be familiar with the writing process through the use of developmentally appropriate writing strategies **(W4, W5)**.
- Continue to develop the five steps of the writing process for all writing projects **(W4, W5): Pre-writing, Drafting, Revising, Editing, Publishing using Technology (W6)**.
- Become familiar with writing to summarize, build vocabulary, and construct good paragraphs.
- Use cursive handwriting with correct letter formation and spacing.

Speaking and Listening

- 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 **(RL2)**.
- Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza, to describe how each part builds on earlier sections **(RL5)**.

Language

- Use appropriate punctuation (period, comma, apostrophe, question marks, etc.)
- Use correct subject/verb agreement.
- Recognize appropriate verb tense.
- Be familiar with compound sentences.
- Recognize and avoid the use of double negatives.
- Avoid the use of vocabulary that is redundant.
- Identify and use descriptive words and figurative language.
- Use a variety of reference materials.

Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllabic words.
- Read grade-appropriate irregularly spelled words **(RF3)**.
- Read with sufficient accuracy and fluency to support comprehension **(RF4)**.
- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fourth Grade

Reading

- Use reading strategies (before, during, after reading) to obtain meaning from text, both fiction and non-fiction **(RL4)**.
- Refer to details and examples in any type of text when explaining what the text says and when drawing inferences from the text **(RI1, RI1)**.
- Explain events, procedures, ideas, or concepts in all types of text including what happened and why, based on specific information in the text **(RI3)**.
- 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) **(RL3)**.
- Compare & contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations **(RL6)**.

- Explain how an author uses reasons and evidence to support particular points in a text **(RI8)**.
- Determine a theme of a story, drama, or poem from details in the text; and summarize all text orally or in written form **(RL2, RI2)**.
- Recognize main ideas and supporting details **(RI2)**.
- Determine the meaning of words and phrases as they are used in any type of text, including those that allude to significant characters found in mythology (e.g., Herculean) **(RL4, RI 4)**.
- Compare & contrast different types of literature to include poetry, drama, & prose referring to the structural elements when writing or speaking about a text **(RL5)**.
- 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 **(RI5)**.
- 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 **(RL7)**.
- Compare & 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 **(RL9)**.
- Compare & contrast a firsthand & secondhand account of the same event, or topic; describe the differences in focus, and the information provided **(RI6)**.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably **(RI9)**.
- 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 **(RI7)**.
- By the end of the year, proficiently read and comprehend any type of text at a 4th grade level or above **(RL10, RI10)**.

Writing

- Use figurative language (i.e., similes, metaphors, and personification in writing) **(L5)**
 - Use the writing process with emphasis on **(W5, W8, W9)**:
 - **Prewriting:** story mapping, character and setting sketches, topic brainstorming, recall relevant information from experiences, gather information from print and digital sources, taking notes, categorizing information, and outlining.
 - **Drafting:** Alternative leads/endings.
 - **Revision:** How to add detail and description, recognize story holes, use thesaurus to improve word choices.
 - **Editing:** dialogue, dictionary usage, using commas in compound sentences, recognizing and correcting run-on & fragment sentences.
 - **Publishing:** written and/or typed, citing resources.

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information as outlined in CCSS (**W1**).
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly as outlined in CCSS (**W2, W7**).
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences as outlined in CCSS (**W3**).
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (**W4**).
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting (**W6**).
- 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 (**W10**).
- Review & refine cursive handwriting.

Listening and Speaking

- 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 as outlined in CCSS (**SL1**).
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (**SL2**).
- Identify the reasons and evidence a speaker provides to support particular points (**SL3**).
- 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 (**SL4**).
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes (**SL5**).
- 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 (**SL6**).

Language

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking such as parts of speech, verb tenses, prepositional phrases, and frequently confused words (e.g., to, their, etc.) (**L1**).
- Produce complete sentences (**L1**).
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing as outlined in CCSS (**L2**).

- Use knowledge of language and its conventions when writing, speaking, reading, or listening as outlined in CCSS (**L3**).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from using context, roots & affixes, and consulting reference materials, both print & digital (**L4**).
- Recognize figurative language (i.e. similes, metaphors, and personification) as well as nuances in word meanings and word relationships as outlined in CCSS (**L5**).
- Acquire and use accurately grade-appropriate vocabulary (**L6**).
- Use reference skills to gain information within the text (table of contents, index, appendix, glossary) (**L5**).
- Use library reference skills including a digital card catalog (**L5**).
- Use dictionary skills such as guide words, pronunciation key, identifying appropriate meanings (**L5**).

Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words such as using 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 (**RF3**).
- Read with sufficient accuracy and fluency to support comprehension such as reading on-level text with purpose and understanding, reading on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings, using context to confirm or self-correct word recognition and understanding, rereading as necessary (**RF4**).

4th Grade Trade Books

Sign of the Beaver Elizabeth George Speare

Stone Fox John Reynolds Gardiner

Tales of a Fourth Grade Nothing Judy Blume

A Dog Called Lucky Tide William Koehler

Little House in the Big Woods Laura Ingalls Wilder

Caddie Woodlawn Carol Ryrie Brink

Old Bones the Wonder Horse Mildred Mastin Pace

Sarah Plain and Tall Patricia MacLachlan

Farmer Boy Laura Ingalls Wilder

Review and reinforce strategies taught in lower grades except Circle Stones.

CENTRAL IDEA GRAPHIC ORGANIZERS

This strategy involves giving students a graphic format to organize their thoughts while looking for the main idea in a reading selection. The idea can be generated either during or after the reading. The graphic format serves to call attention to the text organization being used in the selection. Samples of Central Idea Graphic Organizers include descriptive organizers, problem/solution organizers, sequential organizers, and compare/contrast organizers. (Cook, Strategic Learning In The Content Areas, p.137)

PREVIEW & SELF QUESTIONS

Prior to reading the passage, students ask themselves questions about the content of expository text or about the elements of the story such as about the characters, goals, obstacles, outcome, or themes of the story. Previewing and asking questions are a part of many of the other strategies listed here.

MAKING PREDICTIONS

Thinking skills can be honed by having children make guesses or predictions before and while they read. This gives them a purpose for reading and involves them in achieving meaning. Prediction is a significant part of the D R T A reading strategy.

PREVIEW & SET OWN PURPOSE

As a strategic reader looks over the reading material before reading, he or she should understand the particular purpose for reading the materials and the kind of strategies that can be used to understand the particular text. The reader will set his or her purpose for reading (to study for a test or reading for pleasure or perhaps for a work requirement) and use the appropriate strategies to reach the reading goal.

RAFT (Role, Audience, Format, Topic)

The RAFT technique provides a way to incorporate writing into content-area instruction. This strategy encourages reading and writing from different perspectives. The four components are:

- Role of Writer - who are you taking on the role of?(principal, fish, musician, etc.)
- Audience - To whom are you writing? (scientist, lawyer, etc.,)
- Format - What form will it take? (letter, journal, poem, etc.)
- Topic - What is the chosen topic? (Choose a strong verb to describe intent). (Cook, Strategic Learning In The Content Areas, p. 171)

HA HANDWRITING SEQUENCE

Review and refine cursive writing according to the 6 elements. This is to include a structured review of letters and combinations in the first month of school. In order to get sufficient practice, fourth grade teachers will strive to have their students use cursive writing on a daily basis.

**WORD BANK OF HIGH FREQUENCY WRITING WORDS BY GRADE LEVEL
(Rebecca Sitton)**

room	short	behind	can't	I'm	ago	build
sea	United States	cannot	strong	body	sad	special
against	run	letter	voice	upon	early	ran
top	book	among	probably	family	I'll	full
turned	gave	able	area	learned	town	turn
learn	order	dog	horse	complete	move	close
point	open	shown	matter	face	nothing	person
city	ground	mean	stand	though	hot	cut
play	cold	English	box	anything	done	before
toward	really	rest	start	group	lived	state
five	table	perhaps	that's	became	list	half
himself	remember	certain	class	stood	red	become
usually	tree	six	piece	fish	grow	ten
money	course	feel	surface	draw	fast	living
seen	front	fire	river	felt	black	less
didn't	American	ready	common	eat	wind	notice
car	space	green	stop	talk	fine	brought
morning	inside	yes	am	whether	later	oh
door	hold	add	plants	kept	yet	hundred
idea	true					

Fifth Grade

Reading

- Use specific examples from the text when summarizing and drawing inferences **(RL1-2, RI1)**.
- Determine the theme of a story, drama, or poem from the details in the text **(RL2)**.
- Identify how characters respond to challenges within literature **(RL2)**.
- Compare and contrast relationships of two or more characters, settings, or events using details from the text **(RL3, RI3)**.

- Compare and contrast stories of the same genre **(RL9)**.
- Identify and determine meaning of text including figurative language such as: Analogies, idioms, similes, metaphors and personifications **(RL4, L5-A-C)**.
- Analyze how visual and multimedia elements contribute to the meaning of a text **(RL7)**.
- Place actions or events in appropriate sequence and explain how they fit together to provide overall story structure **(RL5)**.
- Compare and contrast the overall structure (sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts **(RI5)**.
- Analyze similarities and differences between two or more texts about the same event/topic in order to write or speak about the subject **(RI6, RI9)**.
- Recognize main ideas and supporting details **(RI2)**.
- Identify the author's purpose and viewpoint of the story **(RL6, RI8)**.
- Determine the meaning of specific vocabulary relevant to the subject area **(RI4)**.
- By the end of the year read and comprehend varieties of literature at the high end of grades 4-5 text **(RL10, RI10)**.
- Skim/scan sources to locate answers to questions **(RI7)**.
- Read a variety of fictional narratives such as tall tales, fables, Sci-Fi, historical fiction, realism, myths.

Writing

- Write persuasive piece supporting a point of view which follows this format:
 - Introduction including perspective
 - Logically ordered reasons supported by facts and details
 - Use transitional words
 - Concluding statement restating opinion **(W1)**
- Write informative text to convey information which follows this format:
 - Introduce the topic
 - Develop the topic with facts
 - Use transition words
 - Use topic specific vocabulary
 - Provide a conclusion **(W2)**
- Write fictional or nonfictional narratives which follows this format:
 - Story introduction including characters
 - Body should develop problem, conflict, and solution including techniques such as: dialogue, description, and pacing
 - Use transitional words
 - Convey experiences and events through descriptive language
 - Provide a conclusion **(W3)**
- Produces writing appropriate to task, purpose, and audience **(W4)**.
- Utilize peers and adults to develop writing by planning, revising, editing, or rewriting **(W5)**.

- Utilize adults and technology to produce, publish, and present writing (**W6**).
- Conduct short research projects that use several resources to build knowledge through investigation (**W7**).
- Paraphrase gathered information in notes listing sources (**W8**).
- Draw evidence from literacy or informational texts to support your research (**W9**).
- Write within allotted time frame (**W10**).
- Express themselves through a variety of poetry types.
- Use letters to share information or feelings.
 - Business
 - Friendly

Listening and Speaking

- 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 by being prepared, following rules, carryout assigned roles, and formulate conclusions (**SL1A-D**).
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (**SL2**).
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (**SL3**).
- 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 (**SL4**).
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes (**SL5**).
- Adapt speech to a variety of contexts and tasks, which may include news programs, skits, or advertisements (**SL6**).

Language

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking using the function of conjunctions, prepositions, interjections, and proper use of verb tense (**L1A-E**).
- Use commas to separate items in a series, introductory element from rest of sentences, to set off words yes and no, to set off tag questions, and to indicate direct address (**L2A-C**).
- Use underlining, quotation marks, or italics to indicate titles of works (**L2D**).
- Spell grade-appropriate words correctly (**L2E**).
- Use knowledge of language and its conventions when writing, speaking, reading, or listening by expanding, combining, and reducing sentences (**L3A**).

- Compare and contrast the varieties of English used in stories, dramas, or poems **(L3B)**.
- 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 such as: context clues, cause/effect relationships, affixes/roots, and through consultation of references materials **(L4A-C)**.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including signal words **(L-6)**.
- Alphabetize to the third letter.
- Identify and use parts of speech to include noun as subject, verb as predicate, adjective, verb, and prepositional phrase.

Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words such as letter-sound correspondences, syllabication patterns, and roots/affixes **(RF3, RF3A)**.
- Read with sufficient accuracy and fluency to support comprehension **(RF4)**.
- Read a variety of on-level text with purpose and understanding **(RF4A)**.
- Read a variety of on-level text with appropriate rate, expression, and accuracy **(RF4B)**.
- Use context to confirm or self-correct word recognition and understanding **(RF4C)**.

Sixth Grade

Reading

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text **(RL1)**.
- 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 **(RL2)**.
- Describe how a particular story 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 **(RL3)**.
- 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 **(RL4)**.

- 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 **(RL5)**.
- Explain how an author develops the point of view of the narrator or speaker in a text **(RL6)**.
- 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 **(RL7)**.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range **(RL10)**.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text **(RI1)**.
- 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 **(RI2)**.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) **(RI3)**.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings **(RI4)**.
- 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 **(RI5)**.
- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text **(RI6)**.
- 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 **(RI7)**.
- 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 **(RI8)**.
- 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) **(RI9)**.
- 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 **(RI10)**.

Writing

- 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 **(W1)**.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - 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.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a concluding statement or section that follows from the information or explanation presented **(W2)**.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experience and events.
 - Provide a conclusion that follows from the narrated experience or events **(W3)**.
- 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.) **(W4)**
- 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 **(W5)**.
- 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 **(W6)**.
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate **(W7)**.
- 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 **(W8)**.

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grade 6 Reading standards to literature (e.g., “Compare/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”).
 - 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”) **(W9)**.
- 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 **(W10)**.

Speaking and Listening

- 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.
 - 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.
 - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing **(SL1)**.
- 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 **(SL2)**.
- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not **(SL3)**.
- 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 **(SL4)**.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information **(SL5)**.
- 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 for specific expectations.) **(SL6)**

Language

- Ensure subject-verb and pronoun-antecedent agreement.
- Choose words and phrases for effect.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g. to/too/two; there/their).
- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Recognize and correct inappropriate shifts in verb tense.
- Use punctuation to separate items in a series.
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).
- Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - Use intensive pronouns (e.g., *myself*, *ourselves*).
 - Recognize and correct inappropriate shifts in pronoun number and person.
 - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language (**L1**).
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Spell correctly (**L2**).
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Vary sentence patterns for meaning, reader/listener interest, and style.
 - Maintain consistency in style and tone (**L3**).
- 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.

- 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.
- Use common, grade-appropriate Greek, or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- 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.
- 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) **(L4)**.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., personification) in context.
 - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty) **(L5)**.
- 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 **(L6)**.

Seventh Grade

Course Description:

Students of the seventh grade English will have two class periods to continue building on the language arts program developed in the K-6 grades. Students will visit the library bi-weekly and use that opportunity to check out materials for recreational reading or assigned research in any subject area. Throughout the year students will be introduced to lessons in English grammar, as well as to a variety of types of literature. Lessons in Daily Oral Language will also be presented. Student writing, as it relates to the topic studied, is encouraged, as well as idea sharing in both small and large group settings. A safe and positive classroom environment and the building of student self-esteem is a yearly goal.

Reading

- Silently read and comprehend texts suitable for age and ability level **(RI10)**.
- Read aloud and comprehend texts suitable for age and ability level **(RI10)**.

- Understand characters in a given literary piece **(RL3, RL6)**.
- Understand events and the sequence of events as they relate to the plot **(RI5, RI6)**,
- Understand setting and the effects upon characters and events **(RI3)**.
- Understand idea of theme **(RL2)**.
- Demonstrate the ability to discover simple themes **(RI2)**.
- Show knowledge of different types of literary genres.
- Discuss test taking strategies.
- Become familiar with and use a variety of materials in the library and media center.
- Become familiar with and practice research techniques.
- Show knowledge of various literary terms and techniques **(RI4)**.
- Use appropriate reading strategies **(RL1)**.
- Promote the use of critical thinking.
- Demonstrate knowledge of poetry forms and terms including figurative language techniques **(RL4, RL5)**.
- Compare and contrast a written story to its media version **(RL7, RI7)**.
- Provide differentiation to academically low and high achieving students **(RL10)**.
- Compare and contrast authors' fictional versions of historical events to actual historical events **(RL9)**.
- Analyze and evaluate authors' position statements based on faith or fact **(RI8)**.
- Compare and contrast two or more authors' viewpoints concerning the same topic **(RI9)**.

Writing

- Write or create a book report using various formats **(W2)**.
- Identify and use the steps of the writing process **(W4, W5)**.
- Write frequently for a variety of purposes including persuasive, informative/ explanatory and narrative **(W1, W2, W3, W10)**.
- 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 **(W6)**.
- Conduct short research projects to answer questions using a variety of sources in related subjects **(W7, W2, W8)**.
- Compare and contrast authors' fictional versions of historical events to actual historical events **(W9)**.

Speaking and Listening

- Give directions clearly for others to follow **(SL6)**.

- Recognize and develop good listening skills (SL1).
- Elaborate and use description when relating events orally (SL4).
- Recall and interpret details in a written or oral presentation (SL4).
- Discuss main ideas and supporting details as presented in different formats (SL2).
- Contribute ideas and information to a group discussion, both large and small (SL1).
- Practice good etiquette in discussion situations (SL1).
- Present an oral report to the class (SL4, SL6).
- Analyze and evaluate author's position statement based on faith or fact (SL3).
- Use of multimedia presentations to illustrate main points (SL5).

Language

- Recognize figurative and poetic language (L5).
- Show growth in personal vocabulary (L4, L6).
- Increase knowledge of vocabulary and spelling ability (L4, L5, L6).
- Use and practice language skills daily (L1).
- Use spelling rules to increase spelling skills (L2, L4).
- Differentiate among words that are often confused (L2, L4, L5).
- Demonstrate the proper rules of grammar (L1, L3).
- Recognize and use acceptable grammar, usage, and mechanics when communicating (L1, L2, L3).
- Identify the parts of speech (L1).

Resources: Language Network (McDougal-Littell - 2004)
Language of Literature (McDougal-Littell - 2001)
Grammar, Usage & Mechanics Workbook (McDougal-Littell)
Spelling/Vocabulary Workbook (Houghton-Mifflin)

Novels: Edgar Allen
Old Yeller
The Red Pony
Kavik, the Wolf Dog
Roll of Thunder, Hear My Cry

Eighth Grade

Course Description:

Students of eighth grade Language Arts will continue building on the Language Arts program established in grade 7. Students will visit the library twice per month for recreational reading, and/or research. The use of a variety of resources, both print and/or electronic format is required for research work. Continued growth in spelling and vocabulary is required as it relates to the present unit of study, and lessons in language skills will be continued on a weekly basis. Student reading and writing work will be an extension of that introduced in seventh grade Language Arts. Student writing will often relate to the present unit of study, and students will be encouraged to share ideas in large and small group settings. A safe and positive classroom environment and the building of confidence is a yearly goal.

Reading

- Silently read and comprehend texts suitable for age and ability level **(RI10)**.
- Read aloud and comprehend texts suitable for age and ability level **(RI10)**.
- Understand characters in a literary piece **(RL3, RL6)**.
- Analyze and determine the structure of a paragraph and the author's point of view in understanding a key concept **(RI5, RI6)**.
- Understand setting and the effects upon characters and events **(RI3)**.
- Understand idea of theme **(RL2)**.
- Demonstrate the ability to discover complex themes **(RI2)**.
- Show knowledge of different types of literary genres.
- Discuss test-taking strategies.
- Become familiar with and use a variety of materials in the library and media center.
- Become familiar with and practice research techniques.
- Show knowledge of various literary terms and techniques **(RI4)**.
- Use appropriate reading strategies **(RL1)**.
- Promote the use of critical thinking .
- Demonstrate knowledge of poetry forms and terms including figurative language techniques **(RL4, RL5)**.
- Compare and contrast a written story to its media version **(RL7, RI7)**.
- Provide differentiation to academically low and high achieving students **(RL10)**.
- Analyze modern works of fiction to traditional and ancient literary pieces **(RL9)**.
- Analyze and evaluate author's position statements based on faith or fact **(RI8)**.

- Compare and contrast two or more authors' viewpoints concerning the same topic **(RI9)**.
- Read and interpret dialogue **(RL3)**.
- Skim to determine the content of a source in the writing process.
- Distinguish between fact and opinion in written and oral language.
- Compare and contrast two or more pieces of literature and discuss their meaning and style **(RL5)**.

Writing

- Write or create a book report using various formats **(W2)**.
- Identify and use the steps of the writing process **(W4, W5)**.
- Write frequently for a variety of purposes including persuasive, informative/explanatory, technical and narrative **(W1, W2, W3, W10)**.
- 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 **(W6)**.
- Conduct research projects, including an I-Search project, to answer questions using a variety of sources in related subjects **(W7, W2, W8)**.
- Compare and contrast author's fictional versions of historical events to actual historical events **(W9)**.
- Edit and rewrite all genres of writing **(W5)**.
- Demonstrate clear and concise writing by practicing the 5-paragraph format **(W4)**.

Speaking and Listening

- Give directions clearly for others to follow **(SL6)**.
- Recognize and develop good listening skills **(SL1)**.
- Elaborate and use description when relating events orally **(SL4)**.
- Recall and interpret details in a written or oral presentation **(SL4)**.
- Analyze purpose, main ideas, supporting details and motives as presented in different formats **(SL2)**.
- Contribute ideas and information to a group discussion, both large and small **(SL1)**.
- Practice good etiquette in discussion situations **(SL1)**.
- Present an oral report to the class **(SL4, SL6)**.
- Analyze and evaluate author's position statement based on faith or fact **(SL3)**.
- Use of multimedia presentations to illustrate main points **(SL5)**.
- Take notes on an oral presentation as applied to relevant subjects.

Language

- Recognize figurative and poetic language (**L5**).
- Show growth in personal vocabulary (**L4, L6**).
- Increase knowledge of vocabulary and spelling ability (**L4, L5, L6**).
- Use and practice language skills daily (**L1**).
- Use spelling rules to increase spelling skills (**L2, L4**).
- Differentiate among words that are often confused (**L2, L4, L5**).
- Demonstrate the proper rules of grammar (**L1, L3**).
- Recognize and use acceptable grammar, usage, and mechanics when communicating (**L1, L2, L3**).

Resources: The Language of Literature (McDougal, Littell)
Vocabulary for Achievement (Great Source)

Novels: Far North
The Pearl
Crispin' the Cross of Lead
Hoot
Journey to the Center of the Earth
Treasure Island
Freak the Mighty
Seven Habits of Highly Effective Teens

Ninth and Tenth Grade

Reading

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says (**RL1, RI1**).
- Determine theme and central ideas and analyze its development through course of text (**RL2, RI2**).
- Determine how themes and/or central ideas emerge and are shaped or refined by specific details (**RL2, RI2**).
- Provide an objective summary of the text (**RL2, RI2**).
- Analyze how complex characters develop, interact, and advance over the course of the text (**RL3**).

- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas **(RI3)**.
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone **(RL4, RI4)**.
- Analyze author’s choices of structure, order of events, and time manipulation to create mystery, tension, and surprise **(RL5)**.
- Analyze how an author’s claims and ideas are developed and refined by sentences, paragraphs, and larger portions of text **(RI5)**.
- Analyze point of view or cultural experience in world literature **(RL6)**.
- Determine the author’s point of view or purpose in a text **(RI5)**.
- Analyze how an author uses rhetoric to advance point of view and purpose **(RI6)**.
- Analyze the representation of a subject or key scene in two different artistic mediums **(RL7)**.
- Analyze how an author draws on and transforms source material in two different mediums **(RL9)**.
- Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account **(RI7)**.
- Delineate and evaluate the argument and specific claims in a text. Assess whether the reasoning is valid, relevant, and sufficient while identifying false statements and fallacious reasoning **(RI8)**.
- Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts **(RI9)**.
- **Grade 9:** Read and comprehend literature proficiently with scaffolding **(RL10)**.
- **Grade 9:** Read and comprehend literary nonfiction text with scaffolding **(RI10)**.
- **Grade 10:** Read and comprehend literature proficiently and independently **(RL10)**.
- **Grade 10:** Read and comprehend literary nonfiction text independently and proficiently **(RI10)**.

Writing

- Write arguments to support claims in an analysis of substantive topics or texts.
 - Introduce and develop precise claims and counterclaims.
 - Distinguish the claims from alternate or opposing claims.
 - Establish clear relationships among claims.
 - Supply evidence for each while pointing out strengths and weaknesses.
 - Use words, phrases and clauses to link major sections of the text.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the argument **(W1)**.
 - **Grade 9:** Analyzes persuasive techniques and identifies those techniques in various forms of writing.
 - **Grade 10:** Analyzes persuasive techniques and includes those techniques in writing.

- **Grade 9:** Determines strategies and techniques used in effectively comparing and contrasting two opposing viewpoints.
 - **Grade 10:** Integrates comparison and contrast techniques when writing about characters, themes, genres.
- Writes informative/ explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through selection, organization, and analysis of content.
 - Introduce a topic, organize complex ideas, and information to make important connections and distinctions.
 - Develops topic with examples, facts, and information relevant to the audience.
 - Use appropriate and varied transitions.
 - Use precise language and domain-specific vocabulary.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement (**W2**).
 - **Grade 9:** Uses various writing techniques such as narrative and descriptive to convey ideas numerous topics.
 - **Grade 10:** Uses various writing techniques focusing on description and connections.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation.
 - Establish one or more points of view, introduce a narrator and /or characters.
 - Create a smooth progression.
 - Use dialogue, pacing, etc. to develop characters, setting, and events.
 - Use a variety of techniques to sequence events.
 - Use precise words and phrases, details, and sensory language.
 - Provide a conclusion (**W3**).
 - **Grade 9:** Apply writing standards to produce creative writing samples that extend ideas and include dialogue.
 - **Grade 10:** Apply writing standards to produce creative writing samples that focus on making detailed connections.
- Produce clear and coherent writing in which development, organization, and style are appropriate for task, purpose, and audience (**W4**).
 - **Grade 9:** Develop research skills such as locating materials, primary/secondary sources. Paper is informative in nature.
 - **Grade 10:** Research facts about a historical time period or an author. Research Report focuses on citing sources and locating appropriate information.
- Develop and strengthen writing as needed by planning, revising, editing, or rewriting (**W5**).
 - Support an interpretation by offering specific connections to something that the student has already read, seen, heard, or experienced.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing projects (**W6**).

- **Grade 9:** Create a character sketch of characters from a novel and represent the information in a mock Facebook format.
- **Grade 10:** Create a newspaper from a dramatic time period including headline stories, by lines, etc.
- Conduct research projects to answer a question or solve a problem.
 - Narrow or broaden the inquiry.
 - Synthesize multiple sources on a subject.
 - Demonstrate understanding of the subject under investigation (**W7**).
- Gather relevant information from multiple authoritative print and digital sources using advanced searches.
 - Assess usefulness of each source.
 - Integrate information.
 - Avoid plagiarism.
 - Follow standard format for citation (**W8**).
 - **Grade 9:** Develop research skills such as locating materials, primary/secondary sources. Paper is informative in nature.
 - **Grade 10:** Research facts about a historical time period or an author. Research Report focuses on citing sources and locating appropriate information.
- Draw evidence from literary or informational texts to support analysis, reflection, and research (**W9**).
 - Apply 9-10 reading standards to literature.
 - Apply 9-10 reading standards to informational text (**W9**).
 - **Grade 9-10:** Support an interpretation with detailed connections, active voice, and with strong supportive evidence.
- Write routinely over extended time frames for a range of audiences, tasks, and purposes (**W10**).
 - Denotes additional, grade specific adaptations.

Speaking and Listening

- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Set rules, prepare goals and deadlines, and assign individual roles.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully, summarize points of agreement and disagreement and make connections (**SL1**).
- Integrate multiple sources of information presented from diverse media or formats. Evaluate for credibility and accuracy (**SL2**).
- Evaluate a speaker's point of view, reasoning, and use of rhetoric by identifying fallacious reasoning or exaggerated/distorted evidence (**SL3**).

- Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning **(SL4)**.
- Make strategic use of digital media in presentations to enhance understanding **(SL5)**.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English **(SL6)**.

Language

- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking **(L1)**.
 - Use parallel structure.
 - Use various phrases and clauses to convey specific meanings and add variety and interest to writing and presentations.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing **(L2)**.
 - Use semicolons and colons effectively **(L2)**.
- Apply knowledge of language to understand how language functions in different contexts **(L3)**.
 - Write and edit according to MLA or Turabian's Handbook **(L3)**.

Eleventh and Twelfth Grade

Reading

- Cite strong and thorough textual evidence to support analysis of what the text explicitly and inferentially says and infer where the text leaves matters uncertain **(RL1, RI1)**.
- Determine more than one theme and central ideas and analyze their development through course of text including how each relates to the other **(RL2, RI2)**
- Determine how themes and/or central ideas emerge and are shaped or refined by specific details including how they inter act and build on one another **(RL2, RI2)**.
- Provide an objective summary of the text **(RL2, RI2)**.
- Analyze how complex characters develop, interact, and advance over the course of the text **(RL3)**.
- Analyze the impact of the author's choices in the development of the elements of a story or drama **(RL3)**.

- Analyze how author unfolds an analysis including order, introduction, development and connections between the ideas, including words with multiple meanings or other language devices **(RI3)**.
- Analyze a complex set of ideas or sequences of events and explain how specific characters, ideas or events develop over the course of the text **(RI3)**.
- Determine the meaning of words and phrases by analyzing the impact of specific words on meaning and tone and word choice **(RL4, RI4)**.
- Determine the meaning of words and phrases that an author uses and refines the meaning of key terms **(RI4)**.
- Analyze author's choices of structure, order of events, and time manipulation to create mystery, tension, and surprise **(RL5)**.
- Analyze how an author's claims and ideas are developed and refined by sentences, paragraphs, and larger portions of text **(RI5)**.
- Analyze how an author's choices of structure contribute to the overall meaning of the piece **(RL5)**.
- Analyze point of view or cultural experience in world literature **(RL6)**.
- Determine the author's point of view or purpose in a text **(RI5)**.
- Analyze how an author uses rhetoric to advance point of view and purpose **(RI6)**.
- Analyzing and distinguish what is directly stated in a text from what is the intended meaning a **(RI6)**.
- Analyze how style and content reveal the text **(RI6)**.
- Analyze the representation of a subject or key scene in two different artistic mediums **(RL7)**.
- Analyze multiple interpretations of a piece of literature in different mediums and evaluate each version **(RL7)**.
- Integrate and evaluate multiple sources of information presented in different media or formats **(RI7)**.
- Integrate sources to address a problem **(RI7)**.
- Analyze how an author draws on and transforms source material in two different mediums **(RL9)**.
- Demonstrate knowledge of eighteenth, nineteenth, and early twentieth-century foundational works of American literature **(RL9)**.
- Analyze how two or more texts from the same period treat similar themes or topics **(RL9, RI9)**.
- Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account **(RI7)**.
- Delineate and evaluate the argument and specific claims in a text. Assess whether the reasoning is valid, relevant, and sufficient while identifying false statements and fallacious reasoning **(RI8)**.
- Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts **(RI8)**.
- Evaluate the purposes and arguments of works of public advocacy **(RI8)**.
- **Grade 9:** Read and comprehend literature proficiently with scaffolding **(RL10, RI10)**.
- **Grade 9:** Read and comprehend literary nonfiction text with scaffolding **(RI10)**.

- **Grade 10:** Read and comprehend literature proficiently and independently (**RL10**).
- **Grade 10:** Read and comprehend literary nonfiction text independently and proficiently (**RI10**).
- **Grade 11:** Read and comprehend literature to include stories, dramas, and poems independently and proficiently, including scaffolding (**RL10, RI10**).
- **Grade 12:** Read and comprehend literature to include stories, dramas, and poems independently and with proficiency, including scaffolding (**RL10, RI10**).

Writing

- Write arguments to support claims in an analysis of substantive topics or texts.
 - Introduce and develop precise claims and counterclaims.
 - Distinguish the claims from alternate or opposing claims.
 - Establish clear relationships among claims.
 - Supply evidence for each while pointing out strengths and weaknesses.
 - Use words, phrases and clauses to link major sections of the text.
 - Use varied syntax to create cohesion.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement or section that follows from and supports the argument (**W1**).
 - **Grade 11:** Understands ethical persuasion techniques and uses them in formal writing.
 - **Grade 12:** Uses comparative techniques to support an argument or claim.
- Writes informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through selection, organization, and analysis of content .
 - Introduce a topic, organize complex ideas, and information to make important connections and distinctions.
 - Develops topic with examples, facts, information relevant to the audience.
 - Use appropriate techniques such as metaphor and analogy to manage complex topics.
 - Use appropriate and varied transitions.
 - Use precise language and domain-specific vocabulary.
 - Establish and maintain a formal style and objective tone.
 - Provide a concluding statement (**W2**).
 - **Grade 11:** Use various styles and forms to communicate complex ideas.
 - **Grade 12:** Use various writing techniques such as tone, point of view and dialogue.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation.

- Establish one or more points of view, introduce a narrator and /or characters.
- Create a smooth progression.
- Use dialogue, pacing, etc. to develop characters, setting, and events.
- Use a variety of techniques to sequence events.
- Use precise words and phrases, details, and sensory language.
- Provide a conclusion (**W3**).
 - **Grade 11:** Apply writing standards to produce various creative writing samples to highlight style and form.
 - **Grade 12:** Apply writing standards to produce various creative writing samples that highlight complex ideas and situations.
- Produce clear and coherent writing in which development, organization, and style are appropriate for task, purpose, and audience (**W4**).
 - **Grade 11:** Develop and prove a strong thesis statement using research and organizational skills focusing on appropriate task, audience and purpose.
 - **Grade 12:** Develop and prove a strong thesis statement, use correct form, format, style and citations focusing on appropriate task, audience, and purpose.
- Develop and strengthen writing as needed by planning, revising, editing, or rewriting (**W5**).
- Use technology, including the Internet, to produce, publish, and update individual or shared writing projects (**W6**).
 - **Grade 11:** Create a website focusing on the time period of a specific novel to include characters, setting, and important historical events.
 - **Grade 12:** Create a multimedia presentation on a novel including historical events which impacted the author’s choices of theme.
- Conduct research projects to answer a question or solve a problem.
 - Narrow or broaden the inquiry.
 - Synthesize multiple sources on a subject.
 - Demonstrate understanding of the subject under investigation (**W7**).
 - **Grade 11:** Develop and prove a strong thesis statement using research and organizational skills focusing on appropriate task, audience and purpose.
 - **Grade 12:** Develop and prove a strong thesis statement, use correct form, format and citation.
- Gather relevant information from multiple authoritative print and digital sources using advanced searches.
 - Assess usefulness of each source.
 - Integrate information.
 - Avoid plagiarism.
 - Follow standard format for citation (**W8**).
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Demonstrate knowledge of foundational works of American Lit.
 - Show how two or more texts from the same period treat similar themes and topics.
 - Apply standards to literary nonfiction (**W9**).

- **Grade 11:** Apply writing standards to produce documented reactions to a literary work.
 - **Grade 12:** Apply writing standards to support a thesis, which compares two literary pieces.
- Write routinely over both extended and shortened time frames for a range of tasks, purposes, and audiences (**W10**).

Speaking and Listening

- Initiate and participate in collaborative discussions with diverse partners.
 - Prepare and participate in discussions in a thoughtful and well-reasoned exchange.
 - Set rules, prepare goals and deadlines, and assign individual roles.
 - Pose and respond to questions that relate to the discussion. Clarify, verify or challenge ideas and conclusions.
 - Respond thoughtfully, summarize points of agreement and disagreement and make connections (**SL1**).
- Integrate multiple sources of information presented from diverse media or formats. Evaluate for credibility and accuracy (**SL2**).
- Evaluate a speaker's point of view, reasoning, and use of rhetoric by identifying fallacious reasoning or exaggerated/distorted evidence (**SL3**).
- Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning (**SL4**).
- Make strategic use of digital media in presentations to enhance understanding (**SL5**).
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English (**SL6**).

Language

- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking (**L1**).
 - Understand the flexibility of usage.
 - Resolve usage consulting references.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing (**L2**).
 - Observe hyphenation conventions.
 - Spell correctly.
- Apply knowledge of language to understand how language functions in different contexts (**L3**).
 - Vary syntax for effect.
 - Consult references.
 - Apply understanding of syntax.