

LITERACY CURRICULUM GUIDE



MEDINAH ELEMENTARY SCHOOL DISTRICT # 11

Literacy Curriculum Guide 2015

Contents

Acknowledgements

Philosophy

Best Practices

Scope & Sequence

Assessment

Core Essentials

Vocabulary

Literature

Writing (to be addressed 2012-13)

Spelling

Interventions

Organizers/Templates

Inventory

Other?

Differentiation

Handwriting

Language Arts

ACKNOWLEDGEMENTS

BOARD OF EDUCATION

James Mallory – President
Steven Durante – Vice President
Polly Strzewski - Secretary
Douglas Denson
Dale Ott
Jeffrey Vogel
Ray Kubalewski

SUPERINTENDENT

Dr. John Butts

ADMINISTRATIVE TEAM

George Gouriotos – Principal, Medinah Middle School
Natalie Czarnecki – Principal, Medinah Intermediate School
Melissa Langietti – Principal, Medinah Primary School

ADMINISTRATIVE SUPPORT

Colleen Nally

LANGUAGE LITERACY CURRICULUM TEAM

Jaclyn Sutor - Instructional Specialist
Tammi Mellert, Reading Specialist
Allison Lima, Instructional Specialist
Susan Redell, Director of Learning

LANGUAGE CURRICULUM TEAM

Lauren Fazio - K	Kelly Reinmann – Gr.3	Shannon Tanner – Gr.6
Christie Wendel – Gr.1	Mary Petschinsky – Gr.4	Jessica Wiegolowski – Gr.7
Melissa Ferguson – Gr.2	Allison Lima - Gr.5	Joan Witt – Gr.8

LITERACY CONSULTANT

Kathy Bruni

Medinah School District #11 Literacy Philosophy

Constructing meaning through speaking, listening, reading, and writing continues to be the foundation upon which children build purposeful lives and become lifelong learners. Literate children read, reconstruct meaning, and make personal responses by sharing their ideas orally and through writing.

Speaking, listening, reading, writing and thinking are interrelated forms of communication. District 11 continues to recognize that oral language, which is both socially generated and acquired, is the basis for all language learning and reading development. These social experiences foster meaningful connections between reading and writing.

District 11 believes that all children can learn to read and respond critically to printed materials when provided with a balanced reading program as well as a stimulating and an engaging learning environment. Children need to be exposed to a variety of literacy experiences to enjoy reading forever.

To be literate is to be empowered for life.

Share the Love of Literacy



Best Practices in Language Literacy

Establish consistent use of best practice standards-based instruction throughout District #11

Best Practices in Reading:

Instruct with an emphasis on metacognition and comprehension.

- Model the reading process by activating and building background knowledge.
- Promote reading instruction which focuses on giving students many opportunities to interact with quality print, both at school and at home.
- Provide daily experiences of being read to, and independently reading a variety of quality reading materials at a student's instructional level during reader's workshop
- Teach fluency through a wide variety of well-written and engaging reading materials.
- Integrate reading instruction in content areas.

Apply various reading strategies.

- Use a wide variety of strategies, resources, and technology to comprehend, interpret, evaluate and appreciate texts.
- Encourage students to make meaningful reactions to and interactions with text.
- Provide pre, during and post reading applications.
- Incorporate written response as a regular part of reading instruction.
- Promote teacher modeling and discussing his/her own reading processes.
- Include shared and guided reading instruction.

Promote student ownership and responsibility for reading.

- Arrange flexible grouping by interest level, skill level and text selections.
- Assist students in choosing quality reading materials and setting goals for improvement.
- Teach students to evaluate their progress through application and self-reflection.

Utilize a balanced approach to instruction.

- Embed instruction on textual features such as: concepts of print, phonemic awareness, phonics, sentence structure, context, and graphics.
- Integrate systematic and cross curricular vocabulary instruction.
- Create an environment to engage students in reading a variety of text to enhance the development of vocabulary and comprehension.

Best Practices in Language Literacy

Page 2

Best Practices in Writing:

Write for real audiences for a variety of purposes.

- Provide opportunities to write for many different purposes.
- Incorporate consistent writing instruction across the curriculum as a tool for learning.
- Instruct and support students throughout all stages of the writing process.
- Demonstrate the writing process through modeling.

Provide quality writing instruction.

- Promote a balanced instructional program that focuses on the Six Traits of Writing, writing process and grammar.
- Emphasize the writing process: planning, drafting, revising, editing, publishing and sharing.
- Understand students' use of developmental spelling because language develops naturally through time and experiences.

Utilize best practices in content area instruction.

- Create a supportive setting for shared learning that promotes positive interactions.
- Design collaborative, flexible group work.
- Utilize teacher-student conferences, peer revision and self reflection.
- Allow ample opportunities for student to teacher and student to student dialogue.

Share the Love of Literacy



Kindergarten Reading Streets Literacy Unit #1

Unit Title: All Together Now

Theme/Big Idea: How do we live, work, and play together?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“The Little School Bus” Animal Fantasy</p> <p>SEL: Responsible decision making</p>	<p>Song Say Our Names</p>	<p>Character</p>	<p>Words for Transportation</p>
<p>“We Are So Proud!” Realistic Fiction</p> <p>SEL: Social awareness</p>	<p>Invitation Write our Names</p>	<p>Setting Character</p>	<p>Color Words</p>
<p>“Plaidypus Lost” Realistic Fiction</p> <p>SEL: Responsible Decision Making</p>	<p>Poem What We Look Like</p>	<p>Sequence Setting</p>	<p>Words For Shapes</p>
<p>“Miss Bindergarten Takes a Field Trip” Animal Fantasy</p> <p>SEL: Self-management</p>	<p>Instructions What We Can Do</p>	<p>Classify and Categorize Setting</p>	<p>Location Words</p>
<p>“Smash! Crash!” Fantasy</p> <p>SEL: Social awareness</p>	<p>Caption Nouns for People and Animals</p>	<p>Character Sequence</p>	<p>Position Words</p>
<p>“Dig Dig Digging” Nonfiction</p>	<p>Writing Process: Personal Narrative</p>	<p>Classify and Categorize Setting</p>	<p>Nouns for Places and Things</p>

Process Writing Form	Duration Date

Kindergarten Reading Streets Literacy Unit #2

Unit Title: Look at Us!

Theme/Big Idea: How are animals and plants unique?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
Flowers Nonfiction	Label Nouns for More Than One	Compare and Contrast Classify and Categorize	Color Words
Nature Spy Nonfiction	List Proper Nouns	Setting Sequence	Nature Words
Animal Babies in Grasslands Nonfiction	Notes Adjectives for Colors/Shapes	Main Idea Compare and Contrast	Words for Animal Babies
Bear Snores On Animal Fantasy SEL: Relationship skills	Poem Adjectives for Sizes/Numbers	Realism and Fantasy Setting	Words for Seasons
A Bed for the Winter Nonfiction	Caption Adjectives for Opposites	Sequence Classify and Categorize	Sequence Words
Jack and the Beanstalk Fairy Tale SEL: Social Awareness; and Responsible decision making.	Writing Process: Story Adjectives	Realism and Fantasy Sequence	Direction Words

Process Writing Form	Duration Date

Kindergarten Reading Streets Literacy Unit #3

Unit Title: Changes All Around Us

Theme/Big Idea: How do changes affect us?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“Little Panda” Nonfiction	Summary Verbs	Compare and Contrast Main Idea	Color Words
“Little Quack” Animal Fantasy SEL: Self-awareness Self-management	Invitation Verbs for Now and the Past	Plot Realism and Fantasy	Action Words
“George Washington Visits” Historical Fiction	Persuasive Statement Verbs That Add –s	Cause and Effect Compare and Contrast	Position Words
“Farfallina and Marcel” Animal Fantasy SEL: Relationship skills Self-management	Caption Verbs for Now and the Future	Plot Character	Words for Feelings
Then and Now Nonfiction	List Meaningful Word Groups	Draw Conclusions Compare and Contrast	Words for Opposites
The Lion and the Mouse Classic Fable SEL: Self-awareness Social Awareness	Writing Process: Poem Sentences	Main Idea Plot	Words for Textures

Process Writing Form	Duration Date

Kindergarten Reading Streets Literacy Unit #4

Unit Title: Let's Go Exploring

Theme/Big Idea: Where will our adventures take us?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
"Rooster's Off to See the World" Animal Fantasy SEL: Social awareness	Directions Naming Parts	Sequence Compare and Contrast	Sequence Words
"My Lucky Day" Animal Fantasy SEL: Social awareness	Poem Action Parts	Cause and Effect Plot	Words for Textures
"One Little Mouse" Animal Fantasy SEL: Social Awareness	Description Complete Sentences	Sequence Draw Conclusions	Words for Shapes
"Goldilocks and the Three Bears" Classic Fairy Tale SEL: Responsible decision making	List Telling Sentences	Character Setting	Compound Words
"If You Could Go to Antarctica" Nonfiction	Informal Letter Capital Letters and Periods	Classify and Categorize Main Idea	Direction Words
"Abuela" Fantasy SEL: SEL: Social Awareness	Writing Process: List Pronouns <i>I</i> and <i>me</i>	Setting Realism and Fantasy	Time Words

Process Writing Form	Duration Date

Kindergarten Reading Streets Literacy Unit #5

Unit Title: Going Places

Theme/Big Idea: How do people and things get from here to there?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“Max Takes the Train” Animal Fantasy	Caption Questions	Realism and Fantasy Plot	Transportation Words
“Mayday! Mayday!” Nonfiction	Rhyme Question Marks and Capital Letters	Cause and Effect Sequence	Position Words
“Trucks Roll!” Rhyming Nonfiction	Poem Prepositions	Compare and Contrast Draw Conclusions	Words for Jobs
“The Little Engine That Could” Classic Fantasy SEL: Social awareness Relationship skills	Formal Letter Nouns	Plot Character	Time Words
“On the Move!” Nonfiction	Invitation Nouns in Sentences	Main Idea Cause and Effect	Compound Words
“This Is the Way We Go to School” Informational Fiction	Writing Process: How-to Report Verbs	Draw Conclusions Main Idea	Action Words

Process Writing Form	Duration Date

Kindergarten Reading Streets Literacy Unit #6

Unit Title: Putting It Together

Theme/Big Idea: What are different ways of building?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
"Building with Dad" Informational Text	List Pronouns <i>I</i> and <i>me</i>	Compare and Contrast Draw Conclusions	Compound Words
"Old MacDonald had a Woodshop" Animal Fantasy SEL: Relationship skills	Song Prepositional Phrases	Character Plot	Location Words
"Building Beavers" Expository Narrative	Rhyme Telling Sentences	Main Idea Cause and Effect	Words for Actions
"Alistair and Kip's Great Adventure" Animal Fantasy SEL: Relationship skills	Rhyme Questions	Plot Draw Conclusions	Location Words
"The House That Tony Lives In" Informational Fiction SEL: Relationship skills	Poem Exclamations	Setting Realism and Fantasy	Words for Feelings
"Ants and Their Nests" Expository Nonfiction	Writing Process: Report Complete Sentences	Draw Conclusions Compare and Contrast	Words for Bugs

Process Writing Form	Duration Date

First Grade Reading Streets Literacy Unit #1

Rev. 9/15

Unit Title: Animals, Tame and Wild

Theme/Big Idea: How are people and animals important to one another?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
"Sam, Come Back!" Realistic Fiction	Story Trait: Voice Sentences Begin weekly spelling tests	Character and Setting Monitor and Clarify Review Plot	Words for Location Short a words
"Pig in a Wig" Animal Fantasy <u>SEL:</u> Self Awareness	Fantasy Story Trait: Convention Subjects of Sentences Write a sentence showing an example of an animal fantasy	Plot Summarize Review Character	Alphabetize Short I words
"The Big Blue Ox" Animal Fantasy <u>SEL:</u> Relationship Skills	Paragraph writing Introduction Write an informative paper explaining how animals help people.	Character and Setting Visualize Review Plot	Synonyms Short o words
"A Fox and A Kit" Literacy Nonfiction <u>SEL:</u> Relationship Skills	Use evidence from the story to explain how the fox and zookeeper take care of the kit. Extended Response (Modeled)	Main Idea and Details Important Ideas Review Realism and Fantasy	Alphabetize Inflected Ending –s
"Get the Egg!" Realistic Fiction <u>SEL:</u> Relationship Skills, Responsible Decision Making, Social Awareness	Realistic Fiction Trait: Organization Interrogative Sentences Model a How to paper: "How to make a bird feeder"	Main Idea and Details Story Structure Review Character	Sort Words Short e Words
"Animal Park"	Writing for Tests Trait: Focus/Ideas Exclamatory Sentences Animal Trading Cards	Cause and Effect Text Structure Review Main Idea and Details	Antonyms Short u Words with Final Consonant Blends

Process Writing Form	Duration Date
Write a paragraph explaining three reasons why you like fall.	

First Grade Reading Streets Literacy Unit #2

Unit Title: Communities

Theme/Big Idea: What is a community?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“A Big Fish for Max” Animal Fantasy</p> <p><u>SEL:</u> Relationship Skills</p>	<p>Write a letter to someone.</p> <p>Write a letter to persuade someone in your family to do something with you.</p>	<p>Sequence Predict and Set Purpose Review Cause and Effect</p>	<p>Sort Nouns Words with sh, th</p>
<p>“The Farmer in the Hat” Realistic Fiction</p> <p><u>SEL:</u> Social Awareness, Relationship Skills</p>	<p>Choose a setting in our school where you work together with others. Give evidence to show how you work together there.</p>	<p>Cause and Effect Monitor and Clarify Review Character, Setting, and Plot</p>	<p>Time and Order Words Words with Long a</p>
<p>“Who Works Here?” Expository Text</p> <p><u>SEL:</u> Responsible Decision Making, Relationship Skills</p>	<p>Choose a community worker to learn about. Write about that career.</p>	<p>Author’s Purpose Important Ideas Review Main Idea and Details</p>	<p>Directional Words Words with Long i</p>
<p>“The Big Circle” Fiction</p> <p><u>SEL:</u> Relationship Skills, Social Awareness</p>	<p>Write an acrostic poem (DINOSAUR) with facts about dinosaurs for each letter.</p>	<p>Sequence Inferring Review Cause and Effect Dinosaur Close read: done in small guided reading groups</p>	<p>Sort Words Words with Long o</p>
<p>“Life in the Forest” Expository Text</p>	<p>Research a forest animal. Write a description about that animal. Extended Response (Modeled)</p>	<p>Author’s Purpose Background Knowledge Review Cause and Effect</p>	<p>Context Clues Words with Long u</p>
<p>“Honey Bees” Expository Text</p> <p><u>SEL:</u> Relationship Skills</p>	<p>Write a paragraph explaining four facts you learned about bees.</p>	<p>Compare and Contrast Questioning Review Cause and Effect</p>	<p>Antonyms Words with Long e</p>

Process Writing Form	Duration Date

First Grade Reading Streets Literacy Unit #3

Unit Title: Changes

Theme/Big Idea: What is changing in our world?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“A Place to Play” Realistic Fiction</p> <p><u>SEL:</u> Relationship Skills, Social Awareness</p>	<p>Realistic Story Trait: Organization Action Verbs Students will write about a place that they like to play.</p>	<p>Sequence Summarize Review Author’s Purpose</p>	<p>Antonyms Vowel Sounds of y</p>
<p>“Ruby in Her Own Time” Animal Fantasy</p> <p><u>SEL:</u> Social Awareness</p>	<p>Comments About a Story Trait: Voice Verbs that Add –s</p>	<p>Compare and Contrast Inferring Review Sequence</p>	<p>Synonyms Words with ng, nk</p>
<p>“The Class Pet” Expository Text</p>	<p>Writing for Tests Summary Verbs That Do Not Add –s Write a paragraph explaining three reasons why a certain animal would make a good pet.</p>	<p>Fact and Opinion Monitor and Clarify Review Compare and Contrast</p>	<p>Descriptive Words Words with –es</p>
<p>“Frog and Toad Together” Animal Fantasy</p> <p><u>SEL:</u> Self Management</p>	<p>Lists Trait: Sentences Verbs for Past and Future Write a story about what happens when you plant magic seeds.</p>	<p>Author’s Purpose Visualize Review Plot</p>	<p>Dictionary/ Glossary Words with –ed</p>
<p>“I’m a Caterpillar” Literary Nonfiction</p> <p><u>SE:</u> Self Awareness</p>	<p>Captions and Pictures Trait: Focus/Ideas Verbs Am, Is, Are, Was, Were Write a paragraph explaining the life cycle of a butterfly.</p>	<p>Fact and Opinion Text Structure Review Sequence</p>	<p>Dictionary/ Glossary Words with er, ir, ur</p>
<p>“Where Are My Animal Friends?” Drama</p> <p><u>SEL:</u> Social Awareness</p>	<p>Play Scene Trait: Sentences Contractions with Not Life cycle continued Extended Response Essay whole group</p>	<p>Draw Conclusions Background Knowledge Review Compare and Contrast</p>	<p>Context Clues Words with –er, -est</p>

Process Writing Form	Duration Date
Butterfly Life Cycle/Clay Animals Art Project	

First Grade Reading Streets Literacy Unit #4

Unit Title: Treasures

Theme/Big Idea: What do we treasure?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“Mama’s Birthday Present” Realistic Fiction</p> <p><u>SEL:</u> Social Awareness, Relationship Skills</p>	<p>Friendly Letter Trait: Organization Adjectives Students will plan a birthday party.</p>	<p>Draw Conclusions Monitor and Clarify Review Cause and Effect</p>	<p>Time and Order Words Words with ai, ay</p>
<p>“Cinderella” Fairy Tale</p> <p><u>SEL:</u> Social Awareness, Self Awareness, Relationship Skills</p>	<p>Invitation Trait: Word Choice Adjectives for Colors and Shapes The class will write a fairy tale together. Extended Response Essay</p>	<p>Theme Visualize Review Draw Conclusions</p>	<p>Compound Words Words with ea</p>
<p>“A Trip to Washington, D.C” Expository Text</p>	<p>Descriptive Poem Trait: Focus/Ideas Adjectives for Size Write a paragraph explaining facts about three landmarks in Washington D.C.</p>	<p>Facts and Details Important Ideas Review Fact and Opinion</p>	<p>Sort Nouns and Verbs Words with oa, ow</p>
<p>“A Southern Ranch” Expository Text</p> <p><u>SEL:</u> Relationship Skills, Responsible Decision Making</p>	<p>Writing for Tests Realistic Story Adjectives for What Kind Write a paragraph explaining what life would be like if you were a cowboy/girl.</p>	<p>Facts and Details Questioning Review Compare and Contrast</p>	<p>Context Clues Words with ie, igh</p>
<p>“Peter’s Chair” Realistic Fiction</p> <p><u>SEL:</u> Self Management, Responsible Decision Making</p>	<p>Thank-You Note Trait: Conventions Adjectives for How Many Bring in a treasure from home and explain why it is special to you.</p>	<p>Theme Story Structure Review Draw Conclusions Close Read</p>	<p>Dictionary/ Glossary Compound Words</p>
<p>“ Henry and Mudge and Mrs. Hopper’s House” Realistic Fiction</p> <p><u>SEL:</u> Relationship Skills</p>	<p>Directions Trait: Organization Adjectives That Compare Write about a costume that you would like to wear.</p>	<p>Cause and Effect Predict and Set Purposes Review Character, Setting, and Plot</p>	<p>Compound Words Words with Suffixes –ly, -ful</p>

Process Writing Form	Duration Date

First Grade Reading Streets Literacy Unit #5

Rev. 9/15

Unit Title: Great Ideas

Theme/Big Idea: What differences can a great idea make?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“Tippy-Toe Chick, Go!” Animal Fantasy</p> <p><u>SEL</u>: Self Management</p>	<p>Animal Fantasy Trait: Voice Imperative Sentences Extended Response Essay</p>	<p>Character, Setting, and Plot Monitor and Clarify Review Theme</p>	<p>Synonyms Words with ow</p>
<p>“Mole and the Baby Bird” Animal Fantasy</p> <p><u>SEL</u>: Responsible Decision Making, Social Awareness</p>	<p>Letter to a Character Trait: Voice Pronouns Extended Response Essay</p>	<p>Draw Conclusions Background Knowledge Review Main Idea and Details</p>	<p>Dictionary/ Glossary Words with ou</p>
<p>“Dot and Jabber” Informational Fiction</p>	<p>Questions Trait: Word Choice Pronouns I and Me</p>	<p>Compare and Contrast Monitor and Clarify Review Theme</p>	<p>Sort Nouns and Verbs Words with oo</p>
<p>“Simple Machines” Expository Text</p>	<p>Advertisement Trait: Focus/Ideas More About Pronouns</p>	<p>Main Idea and Details Summarize Review Compare and Contrast</p>	<p>Context Clues Words with oi, oy</p>
<p>“Alexander Graham Bell: A Great Inventor” Biography</p> <p><u>SEL</u>: Social Awareness</p>	<p>Writing for Tests Trait: Autobiography Adverbs</p>	<p>Sequence Text Structure Review Facts and Details Close Read</p>	<p>Compound Words Words with aw</p>
<p>“The Stone Garden” Realistic Fiction</p> <p><u>SEL</u>: Self Management, Responsible Decision Making</p>	<p>Poem Trait: Conventions Prepositions and Prepositional Phrases</p>	<p>Theme Inferring Review Plot</p>	<p>Time and Order Words Words with Prefixes un-, re-</p>
Process Writing Form			Duration Date

First Grade Reading Streets Literacy Unit Review

Rev. 9/15

Unit Title: My World

Theme/Big Idea: What is all around me?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“Sam” Realistic Fiction</p> <p><u>SEL</u>: Self Awareness</p>	<p>Nouns in sentences Nouns: People, Animals, and Things Students will complete the sentence prompt about things in their bedrooms.</p>	<p>Character Questioning Review Setting</p>	<p>Sort Nouns</p>
<p>“Snap!” Realistic Fiction</p> <p><u>SEL</u>: Self Awareness</p>	<p>Nouns in sentences Nouns: Places Students will write about a place where they have fun.</p>	<p>Setting Predict and Set Purpose Review Character</p>	<p>Descriptive Words</p>
<p>“Tip and Tam” Realistic Fiction</p> <p><u>SEL</u>: Self Awareness</p>	<p>Verb in Sentences Verbs Students will write about what they like to do outside.</p>	<p>Plot Story Structure Setting</p>	<p>Sort Nouns and Verbs</p>
<p>“The Big Top” Realistic Fiction</p> <p><u>SEL</u>: Self Awareness, Self Management</p>	<p>Simple Sentences Students will two complete sentences: one that shows an example of an animal fantasy and one that shows an example of realism</p>	<p>Realism and Fantasy Questioning Plot</p>	<p>Sort Descriptive Words</p>
<p>“School Day” Realistic Fiction</p> <p><u>SEL</u>: Self Management, Social Awareness</p>	<p>Sentences with Adjectives Adjectives Prompt: What are three things you like about school?</p>	<p>Plot Monitor and Clarify Review Realism and Fantasy</p>	<p>Use Descriptive Words</p>
<p>“Farmers Market” Realistic Fiction</p>	<p>Sentences with Nouns, Verbs, and Adjectives Sentences Write a paragraph explaining three things you would buy at a farmers market.</p>	<p>Realism and Fantasy Background Knowledge Review Setting</p>	<p>Sort Words</p>

Process Writing Form	Duration Date
<p>Farmers Market</p>	

Second Grade Reading Streets Literacy Unit #1

Rev. 9/15

Unit Title: Exploration

Theme/Big Idea: What can we learn from exploring new places and things?

*Assessment-2 weekly tests, grammar quizzes, spelling tests

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“The Twin Club” Realistic Fiction	Personal Narrative Sentences Baseline writing assessment Journal-Write a letter to a friend	Character Setting and plot Theme Monitor and clarify	Alphabetize Short Vowels
“Exploring Space with an Astronaut” Expository Text	Expository Nonfiction Subjects Writing questions and answers Journal: Would you like to travel into space? Why or why not?	Main idea Details Text structure Author’s purpose	Position words Long Vowels VCe
“Henry and Mudge and the Starry Night” Realistic Fiction	Writing for Tests: Realistic Fiction Predicates Journal-Have you ever been camping? If so, what is your favorite part? If not would you like to go camping?	Character Setting Story structure Main idea and details	Synonyms Consonant Blends
“A Walk in the Desert” Expository Text	Brief Report– Pick a desert animal to research Journal-What would it be like to be in the desert? Tell me what you learned about the desert?	Main ideas Details Important ideas Compare and contrast	Alphabetize Inflected endings
“The Strongest One” Drama	Play Scene Journal-What was the lesson you learned from this story?	Facts and details Predict and set Character and setting	Synonyms Consonant Digraphs
Interactive Review	Quick write for fluency-Would you like to live in the desert? Why or why not?	Character and setting Main idea and details Facts and details	Alphabetize Position Words Synonyms Unit 1 Spelling Words

Process Writing Form	Duration Date
1) Desert Animal Expository 2) Which community would you like to live in? Why?	6 weeks

Second Grade Reading Streets Literacy Unit #2

Rev. 9/15

Unit Title: Working Together

Theme/Big Idea: How can we work together?

*Assessment-2 weekly tests, grammar quizzes, spelling tests

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“Tara and Tیره, Fearless Friends” Literacy Nonfiction</p>	<p>Narrative Nonfiction Trait: Voice Nouns Journal-Why is it so important to work together in a difficult situation?</p>	<p>Cause and effect Summarize Fact and Opinion</p>	<p>Unfamiliar words Vowels: r-Controlled ar, or, ore</p>
<p>“Abraham Lincoln” Informational Text</p>	<p>Biography Trait: Focus/Ideas Proper Nouns Journal-How did Abraham Lincoln change history? Give examples from the text.</p>	<p>Author’s purpose Text structure Facts and details</p>	<p>Dictionary Glossary Facts and details</p>
<p>“Scarcity” Expository Text</p>	<p>Writing for Tests Trait: Word Choice Singular and Plural Nouns Journal-What does scarcity mean?</p>	<p>Facts and details Background knowledge Cause and effect</p>	<p>Time-Order Words Vowels: r-Controlled er, ir, ur</p>
<p>“The Bremen Town Musicians” Drama/Fairy Tale</p>	<p>Fairy Tale Trait: Organization Plural Nouns Journal-Use a fairy tale and create a new version by changing the characters etc...</p>	<p>Cause and effect Story structure Compare and contrast</p>	<p>Homophones Plurals</p>
<p>“One Good Turn Deserves Another” Folk Tale</p>	<p>Folk Tale Trait: Sentences Possessive Nouns Journal-</p>	<p>Compare and contrast Inferring Author’s purpose</p>	<p>Unfamiliar words Vowel Digraphs ai, ay</p>
<p>Interactive Review</p>	<p>Writing Process: directions Conventions Journal-Pick a dangerous situation and describe what you would do.</p>	<p>Cause and effect Author’s purpose Facts and details Compare and contrast</p>	<p>Unfamiliar words Dictionary Glossary Time-order words Homophones</p>
<p>Process Writing Form</p>		<p>Duration Date</p>	
<p>1) Narrative Writing on the fall field trip-Kline Creek Farm 2) Expository timed writing-desert animal</p>		<p>6 weeks</p>	

Second Grade Reading Streets Literacy Unit #3

Rev. 9/15

Unit Title: Creative Ideas

Theme/Big Idea: What does it mean to be creative?

Assessments: 2 weekly test, grammar quizzes, spelling tests

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“Pearl and Wgner: Two Good Friends” Fantasy</p>	<p>Animal Fantasy Trait: Voice Verbs Journal: Do you have a new and creative idea to share? What is it?</p>	<p>Author’s Purpose Questioning Plot and theme</p>	<p>Antonyms Vowel patterns: e, ee, ea, y</p>
<p>“Dear Juno” Realistic Fiction</p>	<p>Friendly Letter Trait: Focus/Ideas Verbs with singular and plural nouns Journal: Write a letter to someone in your family telling them why they are so important to you.</p>	<p>Draw Conclusions Visualize Sequence</p>	<p>Prefixes Vowel Patterns: o, oa, ow</p>
<p>“Anansi Goes Fishing” Folk Tale</p>	<p>Narrative Trait: Conventions Verbs for past, present, and future Journal:</p>	<p>Compare and contrast Summarize Draw conclusions</p>	<p>Antonyms Compound words</p>
<p>“Rosa and Blanca” Realistic Fiction</p>	<p>Writing for tests Trait: Word choice More about verbs Journal: What makes you unique?</p>	<p>Sequence Predict and set purpose Cause and effect</p>	<p>Words from other languages Vowel patterns: I, ie, igh, y</p>
<p>“A Weed Is a Flower” Biography</p>	<p>Review (Literacy) Trait: Organization Verbs Am, Is, Are, Was, and Were Journal: What have you learned about George Washington Carver? How did he change history?</p>	<p>Fact and Opinion Inferring Sequence</p>	<p>Synonyms Comparative Endings-er/-est Things That Matter Most Read aloud and writing activity</p>
<p>Interactive Review</p>	<p>Writing Process: Compare and contrast essay Conventions Journal: Create a new toy.....draw a picture and create a web</p>	<p>Author’s purpose Draw conclusions Compare and contrast Sequence Fact and opinion</p>	<p>Anonyms Prefixes Words from other languages Synonyms Unit 3 Spelling words</p>
<p>Process Writing Form</p>		<p>Duration Date</p>	
<p>1) How to writing (making Christmas ornament) 2) Biography (choose a person to research) 3) Create a new toy brochure</p>		<p>6 weeks</p>	

Second Grade Reading Streets Literacy Unit #4

Unit Title: Our Changing World

Theme/Big Idea: How do things change?

How do they stay the same?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“Froggy Fable” Fable SEL: Self-Management Social Awareness	Friendly letter Trait: Organization Adjectives and Our Senses	Draw conclusions Background knowledge Character and setting	Multiple-meaning words Final syllable le
“Life Cycle of a Pumpkin” Expository Text	Writing tests Trait: Word choice Adjectives for number, size and shape	Sequence Important Ideas Fact and Opinion	Antonyms Vowel patterns: oo, u
“Soil” Expository Text	Short Expository Report Trait: Sentences Comparative and superlative adjectives	Fact and opinion Questioning Facts and details	Suffixes Diphthongs ou, ow, oi, oy
“The Night the Moon Fell” Myth SEL: Self-Awareness	Narrative Poem Trait: Voice Adverbs that tell when and where	Plot and Theme Visualize Draw Conclusions	Multiple-meaning words Syllable patterns
“The First Tortilla” Legend SEL: Responsible Decision Making	Thank-You Note Trait: Focus/Ideas Adverbs that tell how	Plot and Theme Monitor and clarify Main idea and details	Prefixes Vowel Digraphs: oo, ue, ew, ui
Interactive Review	Writing Process: Description Conventions	Draw conclusions Sequence Fact and opinion Plot and theme	Multiple-meaning words Antonyms Suffixes Prefixes

Process Writing Form

Duration Date

Second Grade Reading Streets Literacy Unit #5

Rev. 9/15

Unit Title: Responsibility

Theme/Big Idea: What does it mean to be responsible?

Assessments: 2 weekly test, grammar quizzes, spelling tests

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“Fire Fighter!” Literary Nonfiction	Narrative Nonfiction Trait: Word Choice Pronouns Journal: Why is a firefighter’s job so important?	Fact and Opinion Important Ideas Author’s Purpose	Suffixes Vowel Diagraphs Suffixes <i>-ly, -ful, -er, -or</i>
“Carl the Complainer” Realistic Fiction	Realistic Fiction Trait: Organization Singular and Plural Pronouns Journal: Write a petition....	Cause and Effect Visualize Facts and Details	Prefixes Suffixes Prefixes <i>un-, re-, pre-, dis-</i>
“ Bad Dog, Dodger!” Realistic Fiction	Journal Entry Trait: Word Choice Pronouns I and Me Journal: Why is it important to train your dog? How do you train a pet?	Plot and Theme Background Knowledge Sequence	Consonant Patterns Prefixes Consonant Patterns <i>kn, wr, gn, mb</i>
“Horace and Morris but mostly Dolores” Fantasy	Animal Fantasy Trait: Conventions Different Kinds of Pronouns Journal: What does it mean to be a good friend? Write a letter to a friend.	Character and Setting Story Structure Plot and Theme	Consonant Patterns Consonant Patterns <i>ph, gh, ck, ng</i>
“The Signmaker’s Assistant” Humorous Fiction	Writing for Tests: Humorous Fiction Trait: Sentences Contractions Journal: Go on a sign hunt. Why are signs so important in the community?	Main Idea and Details Inferring Character and Setting	Vowel Patterns Consonant Patterns Vowel Patterns: <i>aw, au, au(gh), al</i>
Interactive Review	Persuasive Letter Conventions	Fact and Opinion Cause and Effect Plot and Theme Character and Setting Main Ideas and Details	Suffixes Prefixes Consonant Patterns Vowel Patterns

Process Writing Form

Duration Date

1) Narrative writing –spring field trip

6 weeks

Second Grade Reading Streets Literacy Unit #6

Rev. 9/15

Unit Title: Traditions

Theme/Big Idea: Are traditions and celebrations important in our lives?

Assessments: 2 weekly test, grammar quizzes, spelling tests

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“Just Like Josh Gibson” Realistic Fiction	Realistic Fiction Trait: Organization Using capital letters Journal: Why are sports traditions important in our country?	Compare and contrast Monitor and clarify Draw conclusions	Homophones Inflected endings
“Red, White, and Blue: The Story of the American Flag” Informational Text	Descriptive Poem and song Trait: Voice Quotation Marks Journal: Draw the American Flag-Tell me three facts you learned about the flag.	Author’s purpose Summarize Fact and opinion	Multiple-meaning words Abbreviations
“A Birthday Basket for Tia” Realistic Fiction	Invitation Letter Trait: Sentences Prepositions Journal: Tell me about an important celebration/tradition in your family.	Draw conclusions Questioning Cause and effect	Words from other languages Final syllables -tion, -ture, -ion
“Cowboys” Informational Text	Compare and contrast text Trait: Focus/ideas Commas Journal: What is the job of a cowboy? List three facts about cowboys.	Sequence Text structure Main idea and details	Unfamiliar words’ Suffixes –ness, -less, -able, -ible
“Grace for President” Realistic Fiction	Writing for Tests: Persuasive Statement Trait: Word Choice Commas in compound sentences Journal:	Facts and details Predict and set purpose Compare and contrast	Multiple-meaning words Prefixes mis-, mid-, micro-, non-
Interactive Review	Writing Process: Research Report Conventions Journal:	Compare and contrast Author’s purpose Draw conclusions Sequence Facts and details	Homophones Multiple meaning words Words from other languages Unfamiliar words Unit 6 spelling words
Process Writing Form		Duration Date	
1) Mini research on an American symbol 2) Family tradition/celebration 3) End of the year –Timed writing		6 weeks	

Third Grade Reading Streets Literacy Unit #1

Unit Title: 1

Theme/Big Idea: Living and Learning

Structure & Features: Conflict, Sequence, Resolution, Description/
Definition, and Climax

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary
<p>“When Charlie McButton Lost” Narrative Poem</p> <p>Self-Awareness Social Awareness Self-Management Relationship Skills Responsible Decision Making</p>	<p>Intro Narrative Sentences</p>	<p>Literary Elements: Character, Setting, Theme</p>	<p>Homonyms</p>
<p>“What About Me?” Fable</p> <p>Self-Awareness Social Awareness Self-Management Relationship Skills</p>	<p>Personal Narrative Mini Write Subjects & Predicates</p>	<p>Sequence Summarize</p>	<p>Compound Words</p>
<p>“Kumak’s Fish” Tall Tale</p> <p>Social Awareness Relationship Skills</p>	<p>Thank You Note– Letter from Kumak to Uncle Aglu Interrogative & Declarative Sent.</p>	<p>Sequence Visualize</p>	<p>Unknown Words</p>
<p>“Supermarket” Expository Text</p> <p>Responsible Decision Making</p>	<p>Thank You Note Imperative & Exclamatory</p>	<p>Compare and Contrast Background Knowledge</p>	<p>Multiple Meaning Words</p>
<p>“My Rows and Piles of Coins” Realistic Fiction</p> <p>Self-Awareness Self-Management Responsible Decision Making</p>	<p>Compound Sentences</p>	<p>Author’s Purpose Story Structure</p>	<p>Prefixes and Suffixes</p>
<p>Interactive Review</p>	<p>Review skills and strategies as needed</p>	<p>Close Read Homework Sent home as practice</p>	
Process Writing Form		Duration Date	
<p>Informative—</p>		<p>3 weeks</p>	

Third Grade Reading Streets Literacy Unit #2

Unit Title: 2

Theme/Big Idea: Smart Solutions

Structure & Features: Italics, Conflict, Rising Action, Resolution,
Compare & Contrast

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
"Penguin Chick" Expository Text	Common and Proper Nouns	Main Idea and Details Monitor and Clarify	Synonyms Syllables V/CV, VC/V
"I Wanna Iguana" Realistic Fiction Self-Awareness Self-Management Relationship Skills Responsible Decision Making	Intro to Descriptive/How-To	Compare and Contrast	Compound Words Final Syllable –le
"Proudy's Problem and How She Solved It" Fantasy Self-Awareness Social Awareness Self-Management Responsible Decision Making	Irregular Plural Nouns	Draw Conclusions Questioning	Compound Words Compound Words
"Tops and Bottoms" Animal Fantasy Self-Awareness Social Awareness Self-Management Relationship Skills Responsible Decision Making	Singular Possessive Nouns	Author' Purpose Predict and Set Purpose	Antonyms Words with spl, thr, squ, str, scr
"Amazing Bird Nests" Expository Text	Directions Trait: Organization Plural Possessive Nouns	Author's Purpose Story Structure	Unfamiliar Words Consonant Digraphs /sh/, /th/, /f/, /ch/, /ng/
Interactive Review	Review Skills and Strategies as Needed	Close Reading homework sent home for practice.	
Process Writing Form		Duration Date	
Independent Writing—Informative		3 days: 1 day analyzing prompt/brainstorming 1 day planning 1 day writing	

Third Grade Reading Streets Literacy Unit #3

Unit Title: 3

Theme/Big Idea: People and Nature

Structures & Features: Question and Answer, Conflict, Captions, Resolution and Description/Definition

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“How Do You Raise a Raisin?” Expository Text</p>	<p>Fiction Trait: Voice Action and Linking Verbs</p>	<p>Draw Conclusions Important Ideas</p>	<p>Homophones Contractions</p>
<p>“Pushing Up the Sky” Drama Social Awareness Self-Management Relationship Skills Responsible Decision Making</p>	<p>Drama Trait: Sentences Main and Helping Verbs</p>	<p>Character, Setting, Plot Inferring</p>	<p>Unknown Words Prefixes un-, re-, mis-, dis-</p>
<p>“Seeing Stars” Expository Text</p>	<p>Formal Letter Trait: Conventions Subject-Verb agreement</p>	<p>Graphic Sources Text Structure **close reading with excerpt from story, “How I wonder Where you Are”</p>	<p>Unknown Words /j/, /s/, /k/</p>
<p>“A Symphony of Whales” Fiction Social Awareness Relationship Skills Responsible Decision Making</p>	<p>News Article Trait: Sentences Past, Present and Future Tenses</p>	<p>Generalize Story Structure</p>	<p>Unfamiliar Words Suffixes -ly, -ful, -ness, -less</p>
<p>“Around One Cactus” Narrative Nonfiction</p>	<p>Writing for Tests: Expository Text Trait: Word Choice Irregular Verbs</p>	<p>Cause and Effect Predict and Set a Purpose</p>	<p>Prefixes and Suffixes Consonant Patterns wr, kn, gn, st, mb</p>
<p>Interactive Review</p>	<p>Review Skills and Strategies as Needed</p>		
<p>Process Writing Form</p>		<p>Duration Date</p>	
<p>Opinion Essay: What would be the best superpower to have and why? Write an essay to convince your friends why your superpower would be the best to have. Be sure to give specific reasons and details for your choice.</p>		<p>3weeks</p>	

Third Grade Reading Streets Literacy Unit #4

Unit Title: 4

Theme/Big Idea: One of a Kind

Structures and Features: Time Line/Map, Bold Print/Key Words, Problem and Solution, Chronological/sequence, Rising Action

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“The Man Who Invented Basketball” Biography Self-Management</p>	<p>Persuasive Text Trait: Conventions Singular and Plural Nouns</p>	<p>Generalize Summarize</p> <p>**close reading using poem “Foul Shot”</p>	<p>Unfamiliar Words Irregular Plurals</p>
<p>“Hottest, Coldest, Highest, Deepest” Expository Text</p>	<p>Imaginative Story Trait: Conventions Subject and Object Pronouns</p>	<p>Graphic Sources Important Ideas</p>	<p>Unknown Words Vowels: r-controlled</p>
<p>“Rocks in His Head” Biography Self-Awareness Social Awareness Self-Management</p>	<p>Biography Trait: Sentences Possessive Pronouns</p>	<p>Fact and Opinion Inferring</p>	<p>Multiple Meaning Words Prefixes pre-, mid-, over-, out-</p>
<p>“America’s Champion Swimmer: Gertrude Ederle” Biography Self-Awareness Social Awareness Self-Management</p>	<p>Autobiography Trait: Organization Contractions</p>	<p>Fact and Opinion Questioning</p>	<p>Multiple Meaning Words Suffixes –er, -or, -ess, -ist</p>
<p>“Fly Eagle Fly!” Folk Tale Self-Awareness Social Awareness Self-Management</p>	<p>Writing for Tests: Summary Trait: Word Choice Prepositions</p>	<p>Cause and Effect Monitor and Clarify</p>	<p>Unknown Words Syllables VCCCV</p>
<p>Interactive Review</p>	<p>Review Skills and Strategies as Needed</p>		

Process Writing Form

Duration Date

Independent Writing —Opinion
After reading the articles about dogs and cats, decide which would be the best pet for your family. Write an essay giving reasons why a cat or dog would be the best pet. Remember to include reasons from the text.

3 days:
1 day analyze/read articles/brainstorm
1 day plan/ organize
1 day write

Third Grade Reading Streets Literacy Unit #5

Unit Title: 5

Theme/Big Idea: Cultures

Structures and Features: Resolution, Rising Action, Climax, Conflict

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“Suki’s Kimono” Realistic Fiction Self-Awareness Social Awareness Relationship Skills</p>	<p>Letter to the Editor Trait: Organization Adjectives and Articles</p>	<p>Compare and Contrast Visualize</p>	<p>Synonyms Syllable Pattern CV/VC</p>
<p>“I Love Saturdays y Domingos” Realistic Fiction Self-Awareness Relationship Skills</p>	<p>Personal Narrative Trait: Conventions Comparative and Superlative Adjectives</p>	<p>Main Ideas and Details Inferring</p>	<p>Homophones Homophones</p>
<p>“Good-Bye, 382 Shin Dang Dong” Realistic Fiction Self-Awareness Social Awareness</p>	<p>Poetry Trait: Word Choice Adverbs</p>	<p>Sequence Monitor and Clarify</p>	<p>Compound Words Vowel Patterns for /o/</p>
<p>“Jalapeno Bagels” Realistic Fiction Self-Awareness</p>	<p>Invitation Trait: Focus/Ideas</p>	<p>Draw Conclusions Summarize</p>	<p>Unfamiliar Words Vowel Patterns ei, eigh</p>
<p>“Me and Uncle Ronnie” Realistic Fiction Self-Awareness Self-Management Relationship Skills</p>	<p>Book Review Trait: Conventions Conjunctions</p>	<p>Author’s Purpose Background Knowledge</p>	<p>Homonyms Suffixes –y, -ish, -hood, -ment</p>
<p>Interactive Review</p>	<p>Review Skills and Strategies as Needed</p>	<p>**Close Reading hw sent home for practice</p>	

Process Writing Form	Duration Date
----------------------	---------------

<p>Personal Narrative– Your teacher wants to know about one of your worst days. Write a real narrative explaining the sequence3 of events that happened on that horrible day.</p>	<p>3 weeks</p>
---	----------------

Third Grade Reading Streets Literacy Unit #6

Unit Title: 6

Theme/Big Idea: Freedom

Structures & Features: Chronological/sequence, Climax, Conflict

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>“The Story of the Statue of Liberty” Narrative Nonfiction Social Awareness</p>	<p>Notes Trait: Focus/Ideas Capital Letters</p>	<p>Fact and Opinion Questioning</p>	<p>Prefix un- Vowel sounds in moon and foot</p>
<p>“Happy Birthday, Mr. Kang” Realistic Fiction</p>	<p>Poetry Trait: Organization Abbreviations</p>	<p>Cause and Effect Inferring</p>	<p>Antonyms Schwa</p>
<p>“Talking Walls: Art for the People” Photo Essay Self-Awareness Social Awareness</p>	<p>Description Trait: Word Choice Combining</p>	<p>Graphic Sources Important Ideas</p>	<p>Unknown Words Final Syllables</p>
<p>“Two Bad Ants” Animal Fantasy Self-Awareness Social Awareness Self-Management Responsible Decision Making</p>	<p>Comic Book Trait: Conventions Commas</p>	<p>Plot and Theme Story Structure</p>	<p>Prefixes and Suffixes Prefixes, Suffixes, and Endings</p>
<p>“Atlantis: The Legend of a Lost City” Legend Self-Awareness Self-Management Responsible Decision Making</p>	<p>Writing for Tests: Historical Fiction Trait: Word Choice</p>	<p>Generalize Inferring</p>	<p>Homographs Related Words</p>
<p>Interactive Review</p>	<p>Review Skills and Strategies as Needed</p>		

Process Writing Form

Duration Date

Independent Writing Narrative: Your teacher wants to know about a place you’ve enjoyed going to. Write a real narrative about a place you’ve gone with your family, friends, or classmates. Explain what you did while you were there and your feelings about that place.

3 days:
1 day analyzing prompt/brainstorming
1 day planning
1 day writing

Fourth Grade Reading Streets Literacy Unit #1

Unit Title: One

Theme/Big Idea: Turning Points

Structure and Features: Sequence, Setting, Conflict/Resolution, Rising Action,

Description/Defintion

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
Because of Winn Dixie Realistic Fiction Self-Awareness Social Awareness Relationship Skills	Realistic Story Declarative and Interrogative Sentences	Sequence Summarize	Affixes/Suffixes Short Vowel VCCV
Lewis and Clarke and Me Historical Fiction Self-Awareness Social Awareness Relationship Skills	Imperative and Exclamatory Sentences	Author's Purpose Questioning	Word Endings Long a and I
On the Banks of Plum Creek Historical Fiction Self-Awareness Social Awareness Self-Management Relationship Skills Responsible Decision Making	Complete Subjects and Predicates	Literary Elements: Character, Setting, Plot Background Knowledge	Multiple-meaning Words Long e and o
The Horned Toad Prince Trickster Tale Social Awareness Self-Management Relationship Skills	Friendly Letter Compound Sentences	Author's Purpose Story Structure	Synonyms and Antonyms Long e
Letters Home from Yosemite Expository Text	Clauses and Complex Sentences	Main Idea and Details Text Structure	Affixes/Suffixes Long u
Interactive Review -close read activity -paired passage work	Review Skills and Strategies as Needed		
Process Writing Form		Duration Date	
Real Narrative Writing: Write a real narrative about a memorable event that you experienced with your family. Explain what happened and why it was memorable to you.			

Fourth Grade Reading Streets Literacy Unit #2

Unit Title: Two

Theme/Big Idea: Teamwork

Story Structure and Text Features: Rising Action and

Climax/Sequence/Conflict/Subheads/Description and Definition

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
What Jo Did Fiction Self-Awareness Social Awareness Relationship Skills	Common Proper Nouns	Cause and Effect Background Knowledge	Affixes: Prefixes and Suffixes Adding –s and –es
Coyote School News Historical Fiction Social Awareness Self-Management Relationship Skills	News Article Regular and Plural Nouns	Draw Conclusions Story Structure	Unknown Words Irregular Plurals
Scene Two Drama Social Awareness Relationship Skills Responsible Decision Making	Irregular Plural Nouns	Draw Conclusions Questioning	Prefixes Words with ar, or
Horse Heroes: True Stories of Amazing Horses Expository Text	Expository Composition Singular Possessive Nouns	Fact and Opinion Monitor and Clarify	Unknown Words Consonant Patterns ng, nk, ph,wh
So You Want to be President? Expository Text Relationship Skills	Plural Possessive Nouns	Main Idea and Details Inferring	Unknown Words Words with ear, ir, our, ur
Interactive Review -close read activity -paired passage work	Review Skills and Strategies as Needed		

Process Writing Form	Duration Date
Independent Real Narrative Writing: Your teacher wants to know about one of your very best or very worst days. Write a real narrative explaining the sequence of events that happened on that great or horrible day.	

Fourth Grade Reading Streets Literacy Unit #3

Unit Title: 3

Theme/Big Idea: Patterns in Nature

Story Structure/Text Features: Sequence, Climax/Resolution, Pho-

Genres: Biography, Expository Text, Myth, Tall Tale

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
The Man Who Named the Clouds Biography Self-Awareness Self-Management Responsible Decision Making	Fictional opinion pieces using mentor texts Action and Linking Verbs	Graphic Sources Important Ideas	Multiple-Meaning Words Add -ed and -ing
Adelina's Whales Expository Text Relationship Skills	Main and Helping Verbs	Fact and Opinion Text Structure	Multiple-Meaning Words Homophones
How Night Came from the Sea Myth Self-Awareness Social Awareness Responsible Decision Making	Subject-Verb Agreement	Generalize Visualize	Unfamiliar Words Vowel Sound in shout
Eye of the Storm Expository Text Social Awareness Self-Management Relationship Skills Responsible Decision Making	Write about volcanoes, are they helpful or harmful to the environment? Past, Present and Future Tenses	Cause and Effect Predict and Set Purpose	Root Words Compound Words
Paul Bunyan Tall Tale Self-Awareness Relationship Skills Responsible Decision Making	Summary/Sentences Irregular Verbs	Generalize Inferring	Suffixes Possessives
Interactive Review -close read activity -paired passage work	Review Skills and Strategies as Needed		

Process Writing Form

Duration Date

Opinion Writing: Many people believe kids are too young to have cell phones. Your teacher wants to know why you think kids should be able to have a cell phone. Write an opinion paper explaining three reasons why you think kids should be able to have a cell phone.

OR

Would you like to have a class pet? Your teacher wants to know why you think a class pet would be a good idea for your classroom. Write an opinion paper explaining three reasons why your classroom should have a class pet.

Fourth Grade Reading Streets Literacy Unit #4

Unit Title: Four

Theme/Big Idea: Puzzles and Mysteries

Story Structures/Text Features: Conflict/Resolution, Captions, Subheads, Sequence

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
<p>The Case of the Gasping Garbage Realistic Fiction</p> <p>Social Awareness Self-Management Relationship Skills Responsible Decision Making</p>	<p>Mystery</p> <p>Singular and Plural Nouns</p>	<p>Compare and Contrast</p> <p>Visualize</p>	<p>Synonyms and Antonyms</p> <p>Contractions</p>
<p>Encantado: Pink Dolphin of the Amazon Expository Text</p> <p>Social Awareness Relationship Skills</p>	<p>Kinds of Pronouns</p>	<p>Compare and Contrast</p> <p>Summarize</p>	<p>Multiple-meaning Words</p> <p>Final Syllable Patterns</p>
<p>Navajo Code Talkers Expository Text</p> <p>Self-Management Relationship Skills Responsible Decision Making</p>	<p>Pronouns and Antecedents</p>	<p>Sequence</p> <p>Important Dates</p>	<p>Unknown Words</p> <p>Consonant Digraph/sh/</p>
<p>Seeker of Knowledge Biography</p> <p>Self-Awareness Social Awareness Relationship Skills</p>	<p>Problem Solution Essay</p> <p>Possessive Pronouns</p>	<p>Graphic Sources</p> <p>Predict and Set Purpose</p>	<p>Greek and Latin Roots</p> <p>Consonant /j/, /ks/, and /kw/</p>
<p>Encyclopedia Brown Realistic Fiction</p> <p>Self-Awareness Social Awareness Responsible Decision Making</p>	<p>Contractions and Negatives</p>	<p>Character and Plot</p> <p>Monitor and Clarify</p>	<p>Synonyms and Antonyms</p> <p>Prefixes un-, dis-, in-</p>
<p>Interactive Review -close read activity -paired passage work</p>	<p>Review Skills and Strategies as Needed</p>		

Process Writing Form	Duration Date
<p>Independent Opinion Writing: You have gone on two field trips as a 4th grader. Think about what you enjoyed and what you learned from them. Pick one of the field trips and write an opinion paper about why 4th graders should go on it in the future.</p>	

Fourth Grade Reading Streets Literacy Unit #5

Unit Title: Five

Theme/Big Idea: Adventures by Land, Air, and Water

Story Structure and Features: Description/Definition, Sequence, Climax, Illustrations, Rising

Action

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
Smokejumpers Expository Text Self-Awareness Self-Management Relationship Skills Responsible Decision Making	Summary Adjectives and Articles	Author's Purpose Important Ideas	Homograph Multisyllabic Words
Lost City Biography Social Awareness Self-Management Relationship Skills	Adverbs	Compare and Contrast Visualize	Greek and Latin Roots Words with double consonants
Cliff Hanger Realistic Fiction Self-Awareness Self-Management Relationship Skills Responsible Decision Making	Comparative and Superlative Adjectives and Adverbs	Literary Elements:Character, Plot, Theme Story Structure	Unfamiliar Words Greek Word Parts
Antarctic Journal Autobiography Self-Awareness Self-Management Relationship Skills	Persuasive Ad Time Order Words	Main Idea and Details Text Structure	Greek and Latin Affixes Latin Roots
Moonwalk Science Fiction Self-Awareness Self-Management Relationship Skills Responsible Decision Making	Prepositions and Prepositional Phrases	Draw Conclusions Monitor and Clarify	Synonyms Related Words
Interactive Review -Close Read Activity -Paired Passage Work	Review Skills and Strategies as Needed		

Process Writing Form

Duration Date

Informative Writing: Your teacher wants you to choose a state in our country that you would like to visit. Write an informative essay about the state you would like to go to . Tell your teacher about the climate, and geography and landforms you will see when you go on your trip.

Fourth Grade Reading Streets Literacy Unit #6

Unit Title: Reaching for Goals

Theme/Big Idea: What does it take to achieve our goals and dreams?

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
My Brother Martin Biography Self-Awareness Social Awareness Relationship Skills Responsible Decision Making	Cause and Effect Essay Conjunctions	Cause and Effect Questioning	Root Words Schwa words
Jim Thorpe's Bright Plan Biography Self-Awareness Social Awareness Relationship Skills	Capitalizations/ Abbreviations	Fact & Opinion Summarize	Multiple-Meaning Words Prefixes mis-, un-, re-
How Tia Lola Came to Visit– Stay Realistic Fiction Social Awareness Relationship Skills	Commas	Sequence Inferring	Unfamiliar Words Suffixes –less, -ment-, -ness
A Gift from the Heart Drama	Quotation/Quotation Marks	Generalize Predict and Set Purpose	Unfamiliar Words Suffixes –ful,-ly, -ion
The Man Who Went to the Far Side of the Moon Expository Text	Titles	Graphic Sources Background Knowledge	Multiple Meaning Words Silent Consonants
Interactive Review	Review Skills and Strategies as Needed		
Process Writing Form		Duration Date	
Independent Informative Writing: You have chosen a state that you would like to visit in the USA. Today, you are going to write an informative paragraph, using the information you researched, to tell your teacher about some tourist attractions in that state. You need to include information about three attractions and what a visitor can do there.		2 Weeks	

Fifth Grade Reading Streets Literacy Unit #1

Unit Title: 1

Theme/Big Idea: Meeting Challenges

Structure & Text Features: Plot/Rising Action, Conflict, Resolution, Sequence, Maps

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“Red Kayak” Realistic Fiction	Four Kinds of Sentences	Character and Plot Monitor & Clarify	Skill: Homographs Short Vowel VCCV, VCV
“Thunder Rose” Tall Tale	Subjects and Predicates	Cause & Effect Summarize	Skill: Homonyms Long Vowel VCV
“Island of The Blue Dolphins” Novel *Paired Passage Homework	Independent and Dependent Clauses	Theme & Setting Inferring	Skill: Unknown Words Long Vowel Digraphs
“Satchel Paige” Biography	Compound and Complex Sentences	Fact & Opinion Questioning	Skill: Antonym Adding –ed and –ing
“Ten Mile Day” Expository Text *Paired Passage Homework	Common, Proper, and Collective Nouns	Cause & Effect Text Structure	Skill: Multiple-Meaning Words Contractions
Interactive Review	Review Skills and Strategies as Needed		

Process Writing Form

Duration Date

Narrative: Write about a special occasion, holiday or celebration you have with your family.

Fifth Grade Reading Streets Literacy Unit #2

Unit Title: 2

Theme/Big Idea: Doing the Right Thing

Structures & Text Features: Conflict, Climax, Resolution, Sequence

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“At the Beach” Realistic Fiction	Regular and Irregular Plural Nouns	Compare & Contrast Visualize	Unfamiliar Words Digraphs
“Hold the Flag High” Literary Nonfiction *Paired Passage Homework	Possessive Nouns	Sequence Inferring	Unknown Words Irregular Plurals
“The Ch’i-lin Purse” Folk Tale	Action and Linking Verbs	Compare and Contrast Story Structure	Greek & Latin Roots Vowel Sounds with r
“A Summer’s Trade” Realistic Fiction *Paired Passage Homework	Main and Helping Verbs	Author’s Purpose Monitor & Clarify	Unfamiliar Words Final Syllables -en, -an, -el, -le, -il
“The Midnight Ride of Paul Revere” Poem Close Read	Subject-Verb Agreement	Author’s Purpose Background Knowledge	Endings –s, -ed, -ing Final Syllables er, ar, or
Interactive Review	Review Skills and Strategies as Needed		

Independent Writing Form

Duration Date

Think about a time in your life when you’ve been affected by severe weather. Write a real narrative paragraph to your teacher explaining what happened to you. Be sure to include feelings about the event.

Fifth Grade Reading Streets Literacy Unit #3

Unit Title: 3

Theme/Big Idea: Inventors and Artists

Structures & Features: Rising Action, Conflict and Resolution, Se-

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“The Fabulous Perpetual Motion Machine” Drama	Verb Tenses	Sequence Summarize	Multiple-Meaning Words Words with Schwa
“Leonardo’s Horse” Biography *Paired Passage Homework	Principal Parts of Regular Verbs	Main Idea and Details Visualize	Greek & Latin Words Compound Words
“The Dinosaurs of Waterhouse Hawkins” Biography Close Read	Principal Parts of Irregular Verbs	Fact and Opinion Predict/Set Purpose	Homonyms Consonant Sounds /j/, /ks/, /sk/, and /s/
“Mahalia Jackson” Expository Text	Troublesome Verbs	Main Idea and Details Text Structure	Antonyms One Consonant or Two
“Special Effects in Film and Television” Expository Text *Paired Passage Homework	Prepositions and Prepositional Phrases	Graphic Sources Important Ideas	Prefixes pre-, re- Prefixes un-, de-, dis-
Interactive Review	Review Skills and Strategies as Needed		

Process Writing Form	Duration Date
Opinion-Choose one of the following prompts and write an opinion paper convincing the reader of your point of view on the issue. Do you think students should have homework? (Time for Kids article) Do you think children watch too much television? Should parents be allowed to limit the number of hours spent watching TV?	

Fifth Grade Reading Streets Literacy Unit #4

Unit Title: 4

Theme/Big Idea: Adapting

Structures & Text Features: Resolution, Climax, Headings, Conflict/Revolution, Sequence

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“Weslandia” Fiction Close Read	Subject and Object Pronouns	Draw Conclusions Questioning	Endings –s, -ed, -ing Words from Many Cultures
“Tripping over the Lunch Lady” Realistic Fiction *Paired Passage Homework	Pronouns and Antecedents	Generalize Predict/Set Purpose	Unfamiliar Words Prefixes over-, under-, sub-, super-, out-
“Exploding Ants” Expository Text	Formal Letter Possessive Pronouns	Graphic Sources Important Ideas	Synonyms Homophones
“The Stormi Giovanni Club” Drama *Paired Passage Homework	Indefinite and Reflexive Pronouns	Generalize Story Structure	Unfamiliar Words Suffixes –ible, -able
“The Gymnast” Autobiography	Autobiographical Sketch Using who and whom	Draw Conclusions Visualize	Suffixes –ion, -ish Negative Prefixes
Interactive Review	Review Skills and Strategies as needed		
Independent Writing Form		Duration Date	
The article, <i>Call of the Wild</i> , explains two sides of the wolf debate. Officials say wolves have recovered, but conservationists believe the animals are not safe yet. Which side do you agree with? Write an essay sharing your point of view on the issue. Be sure to include reasons and evidence to support your answer.			

Fifth Grade Reading Streets Literacy Unit #5

Unit Title: 5

Theme/Big Idea: Adventurers

Story Structure & Text Features: Climax, Photographs/Captions,

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“The Skunk Ladder” Humorous Fiction *Paired Passage Homework	Contractions and Negatives	Character and Plot Background Knowledge	Greek and Latin Words Multisyllabic Words
“The Unsinkable Wreck of the R.M.S. <i>Titanic</i> ” Expository Text Close Read	Adjectives and Articles	Graphic Sources Inferring	Unknown Words Related Words
“Talk with an Astronaut” Expository Text	This, That, These, and Those	Author’s Purpose Monitor and Clarify	Multiple Meaning Words Greek Word Parts
“Journey to the Center of the Earth” Novel *Paired Passage Homework	Comparative and Superlative	Cause and Effect Summarize	Unfamiliar Words Latin Roots
“Ghost Towns of the American West” Expository Text	Adverbs	Generalize Questioning	Prefixes over-, in- Greek Word Parts
Interactive Review	Review Skills and Strategies as Needed		
Process Writing Form		Duration Date	
Informative- Choose a famous person you find interesting. Write an informative paper describing this person’s life, career, and important events that made him/her famous.			

Fifth Grade Reading Streets Literacy Unit #6

Unit Title:6

Concepts & Elements: Sensory Details, Word Choice, Foreshadowing, symbolism, point of view

Theme/Big Idea: The Unexpected

Selection & Genre	Writing & Grammar	Skills & Strategies	Vocabulary & Spelling
“The Truth About Austin’s Amazing Bats” *Paired Passage Homework	Modifiers	Draw Conclusions, Important ideas, generalize	Unknown words: Bizarre, breathtaking, headline, high-pitched, roost, vital Suffixes –ous, -ision, -ion, -ation
“The Mystery of St. Matthew Island”	Mystery Conjunctions	Main idea and details, text structure, sequence	Endings: –s and –es Bleached, carcasses, decay, parasites, scrawny, starvation, suspicions, tundra Final Syllable –ant, -ent, -ance, -ence
“King Midas and the Golden Touch”	Parody Commas	Compare and contrast, Story structure, draw conclusions	Suffixes –less and –ful Adorn, cleanse, lifeless, precious, realm, spoonful Latin words
“The Hindenburg” *Paired Passage Homework	Quotations and Quotation Marks	Fact and opinion, predict and set purpose, main idea and details	Unfamiliar words Criticizing, cruised, drenching, era, explosion, hydrogen Related words
“Sweet Music In Harlem”	Semicolons, Colons, Periods, Hyphens	Sequence, background knowledge, draw conclusions	Early Confused words
Interactive Review Survivor Novels Unit	Review Skills and Strategies as Needed		

Independent Writing Form

Duration Date

You are asked to plan next year’s field trip for the fifth grade. Where would you plan for them to go and why? Write an informative paragraph explaining why the place you chose is a good place for a field trip.

MMS Literacy Curriculum Overview

2015 - 2016

Literacy is one foundation upon which children build meaningful and purposeful lives. The heart of literacy is to construct meaning through reading, listening, speaking and writing. Literate individuals read the text, reconstruct meaning, and analyze what they have read. The essential process also includes reacting at a personal level to the text, which can be done orally or through writing.

District #11 believes that all children can learn to read, write and respond critically to text if provided with appropriate reading and writing instruction as well as a stimulating learning environment. Additionally, to become a lifelong reader, children need to be exposed to a variety of experiences, genres, texts, learning modalities, reading strategies, and questioning techniques both at school and at home.

Specific elements of literacy instruction at Medinah Middle School include:

- **Comprehension:** Silent, Oral, and Listening of both Literary and Informational Text
- **Writing Development:** Process and Conventions
- **Grammar:** Overview and Application
- **Vocabulary Development:** Understanding and Utilization of Various Words
- **Literary Analysis:** Responding to Various Genres and Texts
- **Speaking and Listening:** Formal and Informal

Resources Used to Support Literacy:

- Holt McDougal Literature Textbooks & Curriculum
- *The Dynamics of Writing Instruction*
- Analytical Grammar

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: What Makes a Good Story?		How do you build a story?	RL.6.3 RL.6.5	Plot		None
"The School Play"	Short Story	What do you fear most?	RL.6.1 RL.6.3	Text Analysis: Plot Elements Reading Strategy: Monitor	Text Analysis Questions 7 & 8 (p. 43)	Exam View Assessment
"All Summer in a Day"	Short Story	What if your whole world changed?	RL.6.1 RL.6.3 RL.6.5	Text Analysis: Plot & Setting Reading Skill: Making Inferences	Extended Constructed Response: **Need to reformat prompt to meet standards more directly**	Exam View Assessment
"Weather That's Out of This World!"	Magazine Article	What's the Connection?	RI.6.1 RI.6.2 RI.6.7	Form: Science Article Synthesize Ideas Across Texts	Writing Prompt (p. 85) - Synthesis paragraph (RI1, RI2, RI7, W2)	None
"Space Settlements"	Online Article					
Artists' Views of a Space Colony	Illustrations					
from <i>Lemony Snicket's A Series of Unfortunate Events</i>	Film Clip	What makes your heart pound?	SL.6.1 SL.6.2	Setting & Conflict in Movies	Write or Discuss (p. 113) - Journal & class discussion; create a storyboard	Viewing Guide
"The Prince and the Pauper"	Play	Who would you be if you could change?	RL.6.3	Text Analysis: Conflict in Drama Reading Strategy: Reading a Play	Do #5 together & #6 individually. Ss create a Venn diagram and then write a ONE paragraph supported opinion.	None

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Supporting an Opinion **DRAFT**	Pick a story that's memorable to you. Which element is most responsible for making the story unforgettable?	RL.6.7 W.6.1 W.6.4,5,6 W.6.9a W.6.10		Writing Unit Plan - Unit 1

Analytical Grammar

Unit	Topic	Assessments
Unit 1	Nouns, Articles, & Adjectives (L1)	End of Unit Test
Unit 2	Pronouns (L1)	End of Unit Test
Unit 3	Prepositional Phrases (L1)	End of Unit Test
Unit 4	Subject & Verb (L1)	End of Unit Test

Unit Exams

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Character & Point of View		Which characters are unforgettable?	RL.6.3 RL.6.6	Character & POV	Part 3: Close Read Questions 1 - 4 (p. 197)	None
"Eleven"	Short Story	Is age more than a number?	RL.6.4 RL.6.6	Text Analysis: First-Person POV Reading Strategy: Connect	Text Analysis Worksheet: POV	None
"Jeremiah's Song"	Short Story	When is a story a treasure?	RL.6.1 RL.6.6	Text Analysis: Dialect and Conversational Voice Reading Strategy: Monitor	Text analysis questions 6 & 7 as short constructed responses	Dialect Dictionary
"Role-Playing & Discovery"	Personal Essay	What makes a memory?	RI.6.4 RI.6.9 RI.6.10	Text Analysis: Narrative Nonfiction Reading Skill: Identify Language & Tone	Close Read	Written response to Close Read
"The Life & Adventures of Nat Love"	Autobiography					

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Compare and Contrast Essay	Compare and contrast one or more literary elements of Nat Love's and Jerry Pinkney's texts.	W.6.2 W.6.4 W.6.5 W.6.10		Speaking and Listening: Asking Questions & Paraphrasing Ideas

Analytical Grammar

Unit	Topic	Assessments
Unit 5	Adverbs	End of Unit Test
Unit 6	Patterns 1 & 2	End of Unit Test
Unit 7	Pattern 3	End of Unit Test
Unit 8	Patterns 4 & 5	End of Unit Test

Unit Exams

Holt Curriculum						
Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Understanding Theme		What are life's big lessons?	RL.6.2	Topic vs. Theme Clues to Theme	Close Read Question #6 (p. 323)	None
"The Dog of Pompeii"	Short Story	What would you risk for someone else?	RL.6.2 RL.6.5	Text Analysis: Theme vs. Topic Reading Strategy: Reading Historical Fiction	Short Constructed Response - Dialogue	Authentic Assessment ???
<i>from In Search of Pompeii</i>	Nonfiction book excerpt		RI.6.2 RI.6.6 RI.6.7	Author's Purpose Main Ideas	Short Constructed Response - Writing Prompt (p. 347)	None
"Italians Trying to Prevent a Modern Pompeii"	Online Article					
"Scout's Honor"	Short Story	When is a trip an adventure?	RL.6.2 RL.6.3	Text Analysis: Character & Theme Reading Strategy: Predict	Short Constructed Response: Narrative **See comment**	Authentic Assessment: Extended Response
Writing - Process & Skill						
Type of Writing	Components		CCSS	Grammar Focus	Details	
Short Story **DRAFT**	Write a short story set in an interesting place that will appeal to your audience.		W.6.3 W.6.4 W.6.5 W.6.10		Writing Unit Plan - Unit 3	
Analytical Grammar						
Unit	Topic					Assessments
Unit 9	Helping Verbs					End of Unit Test
Unit 10	Conjunctions					End of Unit Test
Unit Exams						

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Sensory Language, Imagery, and Style		Who has style?	RL.6.4	Sensory Language, Imagery, and Style	Close Read Questions	None
"Tuesday of the Other June"	Short Story	How do you deal with a bully?	RL.6.4 RL.6.9	Sensory Language Imagery Connect	Journal Entry: Description (ECR prompt) **Discuss as a class	ExamView Assessment
"The Problem with Bullies"	Nonfiction		RI.6.1 RI.6.5	Take Notes Write a Summary Organizational Patterns	**See Comment**	Summary (p. 491)
"The Jacket"	Personal Narrative	What builds confidence?	RI.6.2 RI.6.4	Similes and Metaphors Summarize		Extended Constructed Response: Evaluation

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Literary Analysis (Extended Paragraph)	Analyze and interpret a literary work that you find especially memorable by discussing one literary element that helps explain your reaction to the work. (p. 556)	W.6.2 W.6.4,5 W.6.9a W.6.10		<i>If running short on time, take this only to an outline.</i>

Analytical Grammar

Unit	Topic	Assessments
Reinforcement	One day of Reinforcement each month	None

Unit Exams

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Reading Poetry		What makes a poem a poem?	RL.6.4 RL.6.5	Reading Poetry	Close Read Questions	None
"Sea-Fever"	Poetry	How can work affect our lives?		Rhyme Recognize Meter		ExamView Assessment
"The Village Blacksmith"						
"Message from a Caterpillar"	Poetry	How much can one word say?	RL.6.4	Imagery and Metaphor Paraphrase		ExamView Assessment
"Fog"						
"Two Haiku"						
"I'm Nobody! Who are you?"	Poetry	How can poetry surprise you?	RL.6.1 RL.6.4 RL.6.6	Figurative Language Making Inferences		Authentic Assessment
"Is the Moon Tired?"						
"Mooses"						

Writing - Process & Skill

Type of Writing	Components	CCSS	Grammar Focus	Details
Poetry Book				

Analytical Grammar

Unit	Topic	Assessments
Reinforcement	One day of Reinforcement each month	None

Unit Exams

****Do Text Analysis Workshop: Reading for Information (Holt Unit 8) BEFORE beginning the NF Book Unit!****

Nonfiction Book Unit: Autobiography & Biography (Unit 7 Holt)

Title	Author	Lexile	CCSS	Essential Question	Activities & Assessments
Chasing Lincoln's Killer	James Swanson	980	RI.6.2 RI.6.5	Did John Wilkes Boothe accomplish his goal	Unit Plan
The Great Fire	Jim Murphy		RI.6.7	What lessons can we learn from disaster?	Unit Plan

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Literary Analysis	Answer the Essential Question for your book using textual evidence and reasoning.	W.6.2 W.6.4 W.6.10		

Analytical Grammar

Unit	Topic	Assessments
Reinforcement	One day of Reinforcement each month	None

Move to the end of the year??

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Reading For Information*		Can information be trusted?	RI.6.2 RI.6.5 RI.6.7	Reading for Information		None
"Super Croc"	Magazine Article	Are monsters real?	RI.6.2 RI.6.7	Text Feature Summarize		ExamView Assessment
"The First Emperor" from The Tomb Raider	Book Excerpt	How can we uncover the past?	RI.6.5 RI.6.7	Synthesizing Information Set a Purpose for Reading	Note Taking	Authentic Assessment: Synthesis Writing (Summary)
Digging Up the Past: Discovery and Excavation of Shi Huangdi's Tomb	Article				Note Taking	
"The First Emperor" (video)	Documentary					
Text Analysis Workshop: Argument and Persuasion		Can information be trusted?	RI.6.7 RI.6.8	Argument and Persuasion	Close Read Questions (p. 941 #1-5)	Present ads and corresponding persuasive writing
"Start the Day Right!"	Public Service Announcement Script	How far will we go to improve ourselves?	RI.6.4 RI.6.6 RI.6.8	Persuasive Techniques		ExamView Assessment
"Shine-n-Grow: Hair Repair that Really Works!"	Advertisement			Faulty Reasoning		
Brain Breeze	Advertisement			Propoganda Techniques		
Media Study: Persuasive Techniques in Commercials	Commercials	How do you capture a customer?	RI.6.7	Persuasive Techniques in Commercials	Viewing Guide	None

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Persuasive Essay	Write a persuasive essay that states a claim, or position, on an issue. Support your claim with reasons and evidence.	W.6.1 W.6.4 W.6.5 W.6.10		Writing Unit Plan - Unit 8

Analytical Grammar

Unit	Topic	Assessments
Reinforcement	One day of Reinforcement each month	None

Unit Exams

--	--	--	--	--	--

*Done before NF Book Unit

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Plot, Setting, & Character		What makes a story unforgettable?	RL.7.1 RL.7.3	Plot Development Setting, Characters, Conflict	Close Read Questions #1 - #7 (p. 33)	None
"Seventh Grade"	Short Story	How do you make a good impression?	RL.7.1 RL.7.3	Using Complete Sentences Plot Connect	Extended Constructed Response: Journal Entry **See comment**	Exam View Assessment
"The Last Dog"	Short Story	Why are pets good companions?	RL.7.1 RL.7.3	Text Analysis: Setting Reading Strategy: Identify Sequence in Plot	Write a TLQ paragraph that explains the influence of setting on the story's plot. (p. 62)	Authentic Assessment: Compare and contrast Brock's life inside and outside the dome (Venn diagram & constructed response)
"Rikki-tikki-tavi"	Short Story	What makes you brave?	RL.7.3	Suspense, Foreshadowing, Predict		Exam View Assessment
<i>From Back to the Future</i>	Media Clip	What makes your imagination soar?	RL.7.7	Plot and Setting in Movies, Movie Techniques		Viewing Guides

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Supporting an Opinion Paper	Pick a story that's memorable to you. Which element is most responsible for making the story unforgettable? (p. 162)	W.7.1 W.7.4,5,6 W.7.9a W.7.10	Transitions, Use of Phrases	

Analytical Grammar

Unit	Topic	Assessments
Review Week	First week of grammar is all review (see binder)	
Unit 11	Participial Phrases	Unit 11
Unit 12	Gerund Phrases	Unit 12
Unit 13	Infinitive Phrases	Unit 13
Unit 14	Appositive Phrases	Unit 14

Unit Exams

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Point of View & Character		What makes a great character?	RL.7.1 RL.7.3 RL.7.6	Point of View, Character	Close Read questions #1 & 5 (p. 189)	None
"Zebra"	Short Story	What has the power to heal?	RL.7.3	Character and Plot, Monitor Similes as Context Clues	Close Read: 3 Options from Holt Aligned Complex Texts	Assessment: Extended Constructed Response: Letter
<i>A Wall of Remembrance</i>	Book Excerpt	What's the Connection?	RI.7.2	Identify Main Ideas, Write a Summary, Evaluate a Summary	Evaluation of a Summary (p. 223)	Exam View Assessment
A Mother's Words	Letter					
Timeline	Informational Text					
"The Scholarship Jacket"	Short Story	What stands in the way of your dreams?	RL.7.1 RL.7.6	First Person Point of View, make inferences Context Clues		Assessment: Extended Response
"A Retrieved Reformation"	Short Story	Who deserves a second chance?	RL.7.6	Third Person Point of View, Predict Words with Multiple Meanings	Short Constructed Response: Comparison (p. 247)	Exam View Assessment

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Compare & Contrast **Two paragraphs (one sim / one diff) & visual presentation	Write a comparison-contrast essay for a specific audience in which you identify the similarities and differences	W.7.2 W.7.4,5 W.7.9a W.7.10	Phrases	Speaking & Listening: Present visual components of writing assignment

Analytical Grammar

Unit	Topic	Assessments
Unit 15	Adjective Clause	Unit 15
Unit 16	Adverb Clause	Unit 16
Unit 17	Noun Clauses	Unit 17

Unit Exams

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Theme		What's the big idea?	RL.7.1 RL.7.2	Theme	Close Read Question #7 (p. 321)	None
"Amigo Brothers"	Short Story	What happens when friends compete?	RL.7.2 RL.7.3	Theme and Setting, Compare and Contrast Dialogue	Text Analysis Question #7 (p. 335) - Chart & Theme Statement	Authentic Assessment: Extended Constructed Response: Dialogue
"The War of the Wall"	Short Story	What makes a community?	RL.7.1 RL.7.2	Multiple Themes, Monitor Connotations & Denotations	Close Read? Find complex text expressing something someone else did for the Civil Rights movement?	Exam View Assessment
"What Do Fish Have to Do with Anything?"	Short Story	What is the cure for unhappiness?	RL.7.1 RL.7.2 RL.7.3	Theme & Symbol	Text Analysis Question #7 (p. 365) - Chart & Theme Statement	None
"Homeless"	Problem-Solution Essay		RI.7.1 RI.7.6	Identify Author's Purpose, Compare Ideas		Authentic Assessment: Writing Prompt - Compare Ideas (p. 373)

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Short Story	Write a short story in which you entertain your audience by showing a complex character facing and resolving a conflict or struggle.	W.7.2 W.7.4,5 W.7.9a W.7.10	Dialogue (use & punctuation)	

Analytical Grammar

Unit	Topic	Assessments
Reinforcement	One day of Reinforcement each month	None

Unit Exams

--	--	--

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop - Mood & Style		What's your style?	RL.7.3 RL.7.4	Mood & Style	Close Read - Lyrics (complete AFTER finishing Unit 5 TAW & "Dark They Were")	None
"Dark They Were and Golden Eyed"	Science Fiction	Can where you are change who you are?	RL.7.1 RL.7.3	Mood Reading Science Fiction		None
"maggie and milly and molly and may"	Poetry	Are all things connected?	RL.7.1 RL.7.4 RL.7.5	Style in Poetry Monitoring Reading		None
"who are you, little i"						None
"old age sticks"						None

Writing - Process & Skill

Type of Writing	Components	CCSS	Grammar Focus	Details
Literary Analysis		W.7.2 W.7.4 W.7.5 W.7.9 W.7.10		Sample Lesson / Prompt

Analytical Grammar

Unit	Topic	Assessments
Reinforcement	One day of Reinforcement each month	None

Unit Exams

Holt Curriculum						
Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Appreciating Poetry	Poetry	What is a poem?	RL.7.4 RL.7.5	Understand the structure and form of poetry Understand poetic devices Analyze poetry to determine meaning	Notetaking Handouts	Assign each student a term from one of the notetaking handouts (structure & devices) and have the student create a Google Slide on a shared presentation to define the term and show an example. Students present to the class.
Writing - Process & Skill						
Type of Writing	Components			Grammar Focus	Details	
None	N/A		N/A	N/A	Google Slides Presentation	
Analytical Grammar						
Unit	Topic					Assessments
Reinforcement	One day of Reinforcement each month					None
Unit Exams						

Nonfiction Book Unit: Autobiography & Biography (Unit 7 Holt)

Title	Author	Lexile	CCSS	Essential Question	Activities & Assessments
We Were There, Too!	Phillip Hoose		RI.7.1 RI.7.2 RI.7.3	How do we share our stories?	<u>ILP</u>
Kids on Strike	Susan Campbell Bartoletti				

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Informational/Expository Extended Paragraph				Type on a Google Doc

Analytical Grammar

Unit	Topic	Assessments
Reinforcement	One day of Reinforcement each month	None

Unit Exams

**9/11 Bush Speech (Unit 5 Close Read - good example!)					

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Reading for Information		Can you believe everything you read?	RI.7.1 RI.7.2 RI.7.5	Structure & Purpose Graphical Aids Main Ideas & Supporting Details Organizational Patterns	Outline (CRQ #3 p. 905) of "What's Eating the Titanic?"	None
"Great White Sharks"	Magazine Article	Can you tell fact from fiction?	RI.7.6 RI.7.8	Evidence in Informational Text Recognize Author's Bias	Question Support #3-6 (p. 926 or copy master)	None
"Like Black Smoke: The Black Death's Journey"	Magazine Article	How do we fight disease?	RI.7.1 RI.7.5 RI.7.9	Cause-and-Effect Pattern of Organization Set a Purpose for Reading	Set a Purpose for Reading GO	ExamView Assessment
"A World Turned Upside Down: How the Black Death Affected Europe"	Magazine Article				Writing for Assessment (short draft)	
Media Study: News Reports	TV Newscast / Web News	What decisions shape the news?	RI.7.7 SL.7.1 SL.7.2 SL.7.5	Newsworthiness Strategies for Viewing	Close Viewing	None
"Disaster Strikes: Are You Ready?"	Brochure		RI.7.5 RI.7.10 SL.7.1 SL.7.2	Following Directions Synthesize		None
Emergency Procedures	Poster					
Emergency Kit Supply	Supply List					
Text Analysis Workshop: Argument & Persuasion from "Malaria Forum" "The Promise"	Political Speech Essay		RI.7.4 RI.7.5 RI.7.8	Elements of an Argument Persuasive Techniques & Rhetorical Fallacies	Close Reading Questions	None
"Pro Athletes' Salaries Aren't Overly Exorbitant"	Editorial	Are people paid fairly?	RI.7.8 W.7.1 SL.7.1	Argument Evaluate Reasoning Idioms	Short Constructed Response: Letter	Persuasive Essay (see writing section)
"Do Professional Athletes Get Paid Too Much?"	Editorial					
"Why We Shouldn't Go to Mars"	Magazine Article	Do we have our priorities straight?	RI.7.6 RI.7.8 RI.7.10 SL.7.1		Text Analysis & Reading Skill handouts Questions Support	Examview Assessment
Writing - Process & Skill						
Type of Writing	Topic		CCSS	Grammar Focus	Details	
Argumentative Essay	Students will write a persuasive essay in response to the two selections read. They should answer the question: Are pro athletes paid fairly? OR Do professional athletes get paid too much? {CHOOSE ONE TO OFFER}		W.7.1 W.7.4 W.7.5 W.7.10	Using Transitions		
Analytical Grammar						
Unit	Topic					Assessments
Reinforcement	One day of Reinforcement each month					None

Unit Exams

CCSS					
Title	Author	Lexile	Focus	CCSS	Activities & Assessments
Flipped	Wendelin Van Draanen	720	Hero vs. Individual		Creation of criteria Note taking during reading Criterion essay
Standing Tall	Joan Bauer	HL530			
The True Confessions of Charlotte Doyle	Avi	740			
Writing - Process & Skill					
Type of Writing	Details		Grammar Focus	Details	
Novel Criterion Essay					
Analytical Grammar					
Unit	Topic			Assessments	
Reinforcement	One day of Reinforcement each month			None	
Unit Exams					

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis: Plot & Conflict		What makes a story worth telling?	RL.8.1 RL.8.3	Stages of Plot Conflict	Close Reading Questions	None
"Raymond's Run"	Short Story	What's worth the effort?	RL.8.1 RL.8.3	Plot, Inferences Sentence Fragments	Extended Constructed Response: Is squeaky likable or unlikable? (Requires students to pull from plot and make inferences)	
"The Ransom of Red Chief"	Short Story	Is any plan foolproof?	RL.8.3	Conflict & Resolution Predict	Extended Constructed Response: Analysis (p. 65)	Exam View Assessment
"Clean Sweep"	Short Story	When does trash become treasure?	RL.8.3 RL.8.5	Conflicts & Subplots Sequence	**Change to p. 77 Text Analysis questions (#5 or #7)	Exam View Assessment
"The Tell-Tale Heart"	Short Story	What makes you suspicious?	RL.8.4 RL.8.6	Suspense, Evaluate Narrator Using reference aids	Close Read Targeted Passage (p. 82): GIST, Syntax, Evaluate Narrator	Authentic Assessment: Choice Project

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Personal Narrative	Write a personal narrative in which you attempt to entertain a specific audience by telling about a meaningful experience from your own life.	W.8.3 W.8.4,5,6 W.8.10	Run-on Sentences, Commas	

Analytical Grammar

Unit	Topic	Assessments
18	Comma Rules 1, 2, & 3	Unit 18
19	Comma Rule 4	Unit 19

Unit Exams

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis: Character & Point of View		What brings a character to life?	RL.8.1 RL.8.3 RL.8.6	Character Point of View	Close Read Question #5 (p. 175), one-paragraph evidence based response	None
"The Treasure of Lemon Brown"	Short Story	What do you Cherish?	RL.8.1 RL.8.3 RL.8.6	Third-Person POV Infer Characters' Motivations Similes		Authentic Assessment: Two-column notes focused on characterization
"Rules of the Game"	Short Story	Can allies be opponents?	RL.8.1 RL.8.6	First-Person POV Draw Conclusions	Extended Constructed Response: POV (p. 245) / Bias, Mood, POV Text Analysis	Exam View Assessment
"The Medicine Bag"	Short Story	What shows others who we are?	RL.8.1 RL.8.3	Central Character Set a Purpose for Reading Analogies	Close Read: "On the White Men"	
"Who Are You Today, Maria?"	Vignette				Character Activity	

Writing - Process & Skill

Type of Writing	Components	CCSS	Grammar Focus	Details
None				

Analytical Grammar

Unit	Topic	Assessments
20	Comma Rule 5	Unit 20
21	Comma Rules 6, 7, & 8	Unit 21
22	Comma Rules 9, 10, & 11	Unit 22

Unit Exams

--	--	--

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis: Setting & Mood		Where can imagination take you?	RL.8.1 RL.8.4	Setting Mood	Close Read Question#4, one-paragraph evidence based response (p. 327)	
"Hallucination"	Short Story	How do you find your purpose?	RL.8.1 RL.8.2	Setting, Reading Science Fiction	Complete Close Read SETTING questions (in the margin) and discuss as a class intermittently while reading independently	Literary Analysis: Analyze Setting (Q#4 on p. 367)
"Ellis Island and I"	Personal Essay					
"Science Wonder Stories"	Magazine Cover					
"The Monkey's Paw"	Short Story	Are you superstitious?	RL.8.4	Text Analysis: Mood Reading Strategy: Identify Type of Narrator	Short Constructed Response: Text Analysis - Who's to Blame?	Exam View Assessment
"The Story of an Eyewitness"	Magazine Article	What is the role of a witness?	RI.8.1 RI.8.6	Author's Purpose Set a Purpose for Reading	Close Read: "from The Maine: An Account of Her Destruction"	Exam View Assessment
"Letter from New Orleans: Leaving Desire"					Writing for Assessment (p. 429)	
"Mi Madre"	Poems	What gifts does the Earth provide?	RL.8.4 RL.8.6	Imagery Understand Speaker		Authentic Assessment: Create your own metaphor
"Canyon de Chelly"						

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Compare & Contrast Essay	Write a Comparison-Contrast essay in which you describe the similarities and differences between two subjects, such as fictional characters, real people, places, or events.	W.8.2 W.8.4.5 W.8.9a W.8.10	Punctuating Titles, Commas, Parallel Structure	

Analytical Grammar

Unit	Topic	Assessments
23	Punctuating Quotations	Unit 23
24	Punctuating Dialogue	Unit 24
25	Punctuating Titles	Unit 25

Unit Exams

--	--	--

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis: Theme & Symbol		What are life's hidden messages?	RL.8.2	Identify Theme & Symbol	Close Read Question #6 (p. 467)	None
"Pandora's Box"	Greek Myth	Why do we want what we don't have?	RL.8.1 RL.8.2 RL.8.9	Theme Reading a Myth	Close Read: "from Testimony Before the Special Senate Committee on Atomic Energy"	None
"Loo-Wit, the Fire-Keeper"	Native American Myth					
"The Old Grandfather and His Little Grandson"	Russian Folk Tale	How well do we treat our elders?	RL.8.2 RL.8.5	Universal Theme Set a Purpose for Reading	Comparing Universal Theme Question #6 (p. 497) - chart	Authentic Assessment: Extended Response
The Wise Old Woman	Japanese Folk Tale					

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Short Story	Write a short story with an interesting plot that will entertain an audience of children, teenagers, or adults.	W.8.3 W.8.4,5 W.8.9a W.8.10	Active Voice, Dialogue	**Goes to DRAFT only**

Analytical Grammar

Unit	Topic	Assessments
Reinforcement	One day of Reinforcement each month	None

Unit Exams

--	--	--

Holt Curriculum						
Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis: Appreciating Poetry		What makes a poem?	RL.8.4 RL.8.5	Forms, Speaker, Sound Devices, Rhythm, Imagery, Figurative Language		
"Simile: Willow & Ginkgo"	Poetry	How can words create pictures?	RL.8.4 RL.8.5	Stanza Metaphor & Simile Visualize	Text Analysis Question #7 (p. 615)	Exam View Assessment
"Introduction to Poetry"						
"Speech to the Young: Speech to the Progress-Toward"	Poetry	What is good advice?	RL.8.1 RL.8.4	Lyric Poetry Sound Devices Make Inferences	Text Analysis Question #9: Chart & One-Paragraph response with evidence	Exam View Assessment
"Mother to Son"						
"On the Grasshopper and Cricket"	Poetry	When does form matter?	RL.8.4 RL.8.5	Traditional Forms Rhyme Schemes Paraphrase		Exam View Assessment
"Ode on Solitude"						
"Boots of Spanish Leather"	Poetry	When do poems tell a story?	RL.8.2 RL.8.4 RL.8.5	Narrative Poetry Rhythm and Meter Summarize		Authentic Assessment
"The Song of Hiawatha"						
Writing - Process & Skill						
Type of Writing	Topic		CCSS	Grammar Focus	Details	
None						
Analytical Grammar						
Unit	Topic					Assessments
Reinforcement	One day of Reinforcement each month					None
Unit Exams						

Holt Curriculum						
Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Style, Voice & Tone		What's in style?	RL.8.4 RL.8.5	Style, Voice & Tone	Close Reading Questions	None
"The Lady, or the Tiger?"	Short Story	How do you make decisions?	RL.8.4	Tone Paraphrase	Text Analysis: Tone (p. 714 #5)	Writing Piece
"The Monty Hall Debate"	Newspaper Article		RI.8.1 RI.8.2 RI.8.3	Use a Graphic Aid Synthesize	Story Elements: Tone	
Cartoon	Cartoon					
<i>from Roughing It</i>	Memoir	Why do we exaggerate?	RI.8.4	Voice & Style Monitor	Extended Constructed Response: Evaluation	None
"O Captain! My Captain!"	Poetry	What is the cost of victory?	RL.8.4	Style in Poetry Understanding Historical Context		Authentic Assessment: Letter / Response
"I Saw Old General at Bay"			RL.8.5			
Writing - Process & Skill						
Type of Writing	Topic		CCSS	Grammar Focus	Details	
Literary Analysis	Write a literary analysis in which you analyze a literary text that you have enjoyed. Assume that your audience include people who have and have not read the text.		W.8.2 W.8.4,5 W.8.9 W.8.10			
Analytical Grammar						
Unit	Topic					Assessments
Reinforcement	One day of Reinforcement each month					None
Unit Exams						

Holt Curriculum						
Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis: History, Culture & the Author		What Shapes Who We Are?	RL.8.1 RI.8.4	Author's Background, Historical Context, Cultural Context		None
Novel Study						
Title	Author	Big Question		Skills	Text Analysis	Assessments
I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban	Malala Yousafzai and Christina Lamb	What Shapes Who We Are? **Consider using NH question for ALL books**	RI.8.2 RI.8.4 RI.8.6	Cultural Context, Author's Background, Compare & Contrast, Make Inferences **Consider having each group read a background/bio on the author of their novel	Find evidence to support an answer to the Essential Question or other big questions presented throughout reading	Discussion preparation, participation, and analysis (Dialectical Journals)
The Water is Wide: a Memoir	Pat Conroy					
Red Scarf Girl	Ji-Li Jiang					
A Long Way Gone: Memoirs of a Boy Soldier	Ishmael Beah					
Nazi Hunters		What Motivates Us?				
Writing - Process & Skill						
Type of Writing	Components		CCSS	Grammar Focus	Details	
Compare & Contrast Essay	Plan, Outline, Draft**		W.8.2 W.8.4 W.8.5 W.8.9		Answer the Essential Question: What Shapes Who We Are? by comparing yourself to a character in your book **Develop Criteria (in-line citations, include evidence from ALL parts of the book)	
Analytical Grammar						
Unit	Topic					Assessments
Reinforcement	One day of Reinforcement each month					None
Unit Exams						

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Reading Informational Text		Where do you get your facts?	RI.8.2 RI.8.3 RI.8.5	Reading Informational Text: Text Features, Main Idea & Supporting Details, Evaluating texts, Taking Notes, Summarizing	Close Read Questions	None
"The Spider Man Behind Spider-Man"	Feature Article	What is your dream job?	RI.8.2 RI.8.5	Text Features Summarize	Summary of Article Evaluation of Unity & Coherence	ExamView Assessment
Media Study: News Reports	TV Newscast Magazine Article	What's the source?	RI.8.7	News Reports Sources in the News	Viewing Guide	None
"Robo-Legs"	Magazine Article	How has science changed our lives?	RI.8.2 RI.8.5	Organization of Ideas Monitor	Notetaking (Part by Part Organization)	ExamView Assessment
"Eureka: Scientific Twists of Fate"	Online Article					
"Guide to Computers"	Technical Directions	What's the connection?	RI.8.4 RI.8.5	Analyze Technical Directions Evaluate Graphics	Text Analysis Questions (p. 953)	None

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
None				

Analytical Grammar

Unit	Topic	Assessments
Reinforcement	One day of Reinforcement each month	None

Unit Exams

Holt Curriculum

Selection	Genre	Big Question	CCSS	Skills	Text Analysis / Formative Assessments	Summative Assessment
Text Analysis Workshop: Elements of Persuasive Text		Whom can you believe?	RI.8.1 RI.8.6 RI.8.8	Elements of Persuasive Text	Close Reading Questions	None
"Zoos: Myth & Reality"	Online Article	Should wildlife stay wild?	RI.8.1 RI.8.6 RI.8.8 RI.8.9 W.8.2	Argument Set a Purpose for Reading	Writing for Assessment	ExamView Assessment
"Zoos Connect Us to the Natural World"	Opinion Piece					
Media Study: Star Wars Ad Campaign	Advertisements	How do ads create buzz?	RI.8.7	Persuasion in Ads		Authentic Assessment: Storyboard/Poster
"Position on Dodgeball in Education"	Position Statement	Are all games worth playing?	RI.8.3 RI.8.4 RI.8.8	Persuasion Analyze Rhetoric and Reasoning		Authentic Assessment: Extended Constructed Response (Letter)
"The Weak Shall Inherit the Gym"	Opinion Piece					
"What to the Slave if the Fourth of July?"	Speech	What does independence mean to you?	RI.8.4 RI.8.5 RI.8.8	Speech Evaluate Evidence Parallel Structure	Short Constructed Response: Persuasive Speech	None

Writing - Process & Skill

Type of Writing	Topic	CCSS	Grammar Focus	Details
Persuasive Essay	Write a persuasive essay in which you assert a strong claim on an issue and use reasons and evidence to persuade your audience to agree with you.	W.8.1 W.8.4, 5 W.8.9b W.8.10		

Analytical Grammar

Unit	Topic	Assessments
Reinforcement	One day of Reinforcement each month	None

Unit Exams

	6th Grade	7th Grade	8th Grade
Quarter 1	Unit 1: What Makes a Good Story?	Unit 1: Plot, Setting, & Character Unit 2: Point of View & Character	Unit 1: Plot & Conflict Unit 2: Character & Point of View
	<i>Nouns, Articles, & Adjectives</i> <i>Pronouns</i> <i>Prepositional Phrases</i> <i>Subject & Verb</i> <i>Adverbs</i>	<i>Grammar Review</i> <i>Participial Phrases</i> <i>Gerund Phrases</i>	<i>Comma Rules 1, 2, & 3</i> <i>Comma Rule 4</i> <i>Comma Rule 5</i>
Quarter 2	Unit 2: Character & Point of View Novel Study: Character Analysis Unit 3: Understanding Theme	Unit 3: Understanding Theme Novel Study: Hero vs. Individual	Novel Study: Character Analysis Unit 3 : Setting & Mood
	<i>Patterns 1 & 2</i> <i>Pattern 3</i> <i>Patterns 4 & 5</i> <i>Helping Verbs</i> <i>Conjunctions</i>	<i>Infinitive Phrases</i> <i>Appositive Phrases</i> <i>Adjective Clauses</i> <i>Adverb Clauses</i> <i>Noun Clauses</i>	<i>Comma Rules 6, 7, & 8</i> <i>Comma Rules 9, 10, & 11</i> <i>Punctuating Quotations</i> <i>Punctuating Dialogue</i> <i>Punctuating Titles</i>
Quarter 3	Unit 7: Biography & Autobiography Novel Study: Informational Text Unit 8: Reading for Information	Unit 8: Reading for Information Unit 7: Biography & Autobiography Novel Study: Informational Text	Unit 5: Appreciating Poetry Unit 6: Style, Voice, & Tone Unit 8: Reading Informational Text
	<i>Review & Reinforcement</i>	<i>Review & Reinforcement</i>	<i>Semicolons & Colons</i> <i>Forming the Possessive</i> <i>Capitalization</i> <i>Usage: Pronoun-Antecedent</i> <i>Usage: Subject-Verb</i>
Quarter 4	Unit 4: Sensory Language, Imagery, & Style Unit 5: Reading Poetry	Unit 5: Appreciating Poetry Unit 4: Mood & Style	Unit 4: Theme & Symbol Unit 7: History, Culture, & Author Novel Study: Nonfiction Novel Unit 9: Elements of Persuasive Text
	<i>Review & Reinforcement</i>	<i>Review & Reinforcement</i>	<i>Usage: Which Pronoun?</i> <i>Who and Whom</i> <i>Adjective or Adverb</i> <i>Assorted Errors</i> <i>Active & Passive Voice</i>

Medinah Primary School
Literacy Assessment & Evaluation

Trimester One

Kindergarten

1. Reading Streets Sight Words Assessment (10 words)
2. Alphabet Recognition: Upper and Lower Case
3. Letter Sounds
4. Unit Test
5. AIMSweb
6. Concepts of Print Checklist (Reading Streets)
7. Phonemic Awareness: Initial Consonant (ISEL)
8. Listening Comprehension (Reading Streets Baseline)

First Grade

1. Reading Streets Sight Words Assessment (Review List & Unit 1 List)
2. Alphabet Recognition: Upper and Lower Case *if needed
3. Letter Sounds *if needed
4. Narrative Timed Writing Prompt (Checklist Scoring)
5. Baseline Test
6. Unit Test
7. AIMSweb
8. MAP Testing
9. F&P Testing
10. Words Their Way Spelling Assessment (optional)

Second Grade

1. Reading Streets Sight Words Assessment (Unit 1 and 2 List)
2. Baseline Test
3. Unit Test
4. AIMSweb
5. MAP Testing
6. F&P Testing
7. Baseline Timed Writing
8. Narrative Technical Writing (Point Sheet Scoring)
9. Words Their Way Spelling Assessment (optional)

Medinah Primary School

Trimester Two

Kindergarten

1. Reading Streets Sight Words Assessment (15 words plus T1 sight words)
2. Alphabet Recognition: Upper and Lower Case (if needed)
3. Letter Sounds
4. Rhyming Words
5. Concepts of Print Checklist (Reading Streets)
6. Listening Comprehension
7. F&P Testing
8. AIMSweb
9. Unit Test

First Grade

1. Reading Streets Sight Words Assessment (Unit 2 and 3 List)
2. Alphabet Recognition: Upper and Lower Case * if needed
3. Letter Sounds *if needed
4. Narrative Timed Writing Prompt (Checklist Scoring)
5. Unit Test
- 6.. AIMSweb
7. MAP Testing
8. F&P Testing

Second Grade

1. Reading Streets Sight Words Assessment (Unit 3 and 4 list)
2. Unit Test
- 3.. AIMSweb
4. MAP Testing
5. F&P Testing
6. Expository Technical Writing (Point Sheet Scoring)

Medinah Primary School

Trimester Three

Kindergarten

1. Reading Streets Sight Words Assessment (15 words plus T1 & T2 words)
2. Alphabet Recognition: Upper and Lower Case (if needed)
3. Letter Sounds
4. Phonemic Awareness: Initial Consonant (ISEL)
5. Concepts of Print Checklist (Reading Streets)
6. Rhyming Words
7. Listening Comprehension
8. AIMSweb
9. Unit Test
10. F&P Testing
11. End of Year Writing Assessment

First Grade

1. Reading Streets Sight Words Assessment (Unit 4 and 5 List)
2. Alphabet Recognition: Upper and Lower Case * if needed
3. Letter Sounds *if needed
4. Narrative Timed Writing Prompt (Checklist Scoring)
5. Unit Test
- 6.. AIMSweb
7. MAP Testing
8. F&P Testing
9. End of the Year Benchmark Test

Second Grade

1. Reading Streets Sight Words Assessment (Unit 5 and 6 list)
2. Unit Test
3. AIMSweb
4. MAP Testing
5. F&P Testing
6. Expository Technical Writing (Point Sheet Scoring)
7. End of the year timed writing
- 8.. End of the Year Benchmark Test

Medinah Intermediate School
Literacy Assessment & Evaluation
Grade 3

Trimester 1

- One Process Paper using Reading Street Scoring Rubric (Informative)
- One Independent Writing using Reading Street Scoring Rubric
- Reading Street Baseline Test
- Extended Response Writing
- Reading Street Unit One Test
- Two Weekly Reading Street Tests per Unit
- MAP
- AIMSweb Reading Fluency Assessment

Trimester 2

- One Process Paper using Reading Street Scoring Rubric (Opinion)
- One Independent Writing using Reading Street Scoring Rubric
- Reading Street Unit Test Two and Three
- Two Weekly Reading Street Tests per Unit
- Extended Response Writing
- MAP
- AIMSweb Reading Fluency Assessment

Trimester 3

- One Process Paper using Reading Street Scoring Rubric (Narrative)
- One Independent Writing using Reading Street Scoring Rubric
- Reading Street Unit Test Four and Five
- Two Weekly Reading Street Tests per Unit
- Extended Response Writing
- Reading Streets End-of-Year Benchmark Test (optional)
- MAP
- AIMSweb Reading Fluency Assessment

Medinah Intermediate School
Literacy Assessment & Evaluation
Grade 4

Trimester 1

- One Process Paper using Reading Street Scoring Rubric (Narrative)
- One Independent Writing using Reading Street Scoring Rubric
- Reading Street Baseline Test
- Extended Response Writing
- Reading Street Unit Test One
- Two Weekly Reading Street Tests per Unit
- MAP
- AIMSweb Reading Fluency Assessment

Trimester 2

- One Process Paper using Reading Street Scoring Rubric (Opinion)
- One Independent Writing using Reading Street Scoring Rubric
- Reading Street Unit Test Two and Three
- Extended Response Writing
- Two Weekly Reading Street Tests per Unit
- MAP
- AIMSweb Reading Fluency Assessment

Trimester 3

- One Process Paper using Reading Street Scoring Rubric (Informative)
- One Independent Writing using Reading Street Scoring Rubric
- Reading Street Unit Test Four and Five
- Two Weekly Reading Street Tests per Unit
- Extended Response Writing
- Reading Streets End-of-Year Benchmark Test (optional)
- MAP
- AIMSweb Reading Fluency Assessment

Medinah Intermediate School
Literacy Assessment & Evaluation
Grade 5

Trimester 1

- One Process Paper using Reading Street Scoring Rubric (Narrative)
- One Independent Writing using Reading Street Scoring Rubric
- Reading Street Baseline Test
- Extended Response Writing
- Reading Street Unit Test One
- Two Weekly Reading Street Tests per Unit
- MAP
- AIMSweb Reading Fluency Assessment

Trimester 2

- One Process Paper using Reading Street Scoring Rubric (Opinion)
- One Independent Writing using Reading Street Scoring Rubric
- Reading Street Unit Test Two and Three
- Two Weekly Reading Street Tests per Unit
- Extended Response Writing
- MAP
- AIMSweb Reading Fluency Assessment

Trimester 3

- One Process Paper using Reading Street Scoring Rubric (Informative)
- One Independent Writing using Reading Street Scoring Rubric
- Reading Street Unit Test Four and Five
- Two Weekly Reading Street Tests per Unit
- Extended Response Writing
- Reading Streets End-of-Year Benchmark Test (optional)
- MAP
- AIMSweb Reading Fluency Assessment

Medinah Middle School

Literacy Assessment & Evaluation

The following assessments apply to all three grade levels and occur throughout the school year. It is noted if they are repeated. All assessments are aligned to the Common Core State Standards and are in the process of being evaluated for rigor using Webb's Depth of Knowledge Scale.

Type I Assessments:

Summative

- MAP (fall, winter, and spring)
- PARCC (spring)

Type II Assessments:

Summative**

- Local Writing Assessment (fall and spring)
- AIMSweb (if applicable)
 - Benchmarking
 - Progress Monitoring (*formative*)
- Grade Level Unit Common Assessments (approximately every 6 - 8 weeks)

Type III Assessments:

Summative**

- Holt McDougal Selection Assessments (approximately 3 per unit)
 - ExamView Assessments modified by teachers and Instructional Specialist
 - Extended Responses*
 - Performance Based Assessments*
 - Projects
- Process Writing Assignments* **
 - Argumentative Writing
 - Argumentative Essay
 - Supporting an Opinion Essay
 - Informational / Explanatory Writing
 - Compare and Contrast
 - Informational / Explanatory Essay
 - Literary Analysis
 - Narrative Writing
 - Short Story (6th and 7th grade only)
 - Personal Narrative (8th grade only)
- Oral Presentation

*One writing assignment for a low-performing, average-performing, and high-performing student is submitted to the principal at the end of each quarter.

**Unless otherwise noted. For Process Writing Assignments, multiple drafts are formatively assessed and the final draft serves as a summative assessment.

MMS Literacy Information

2015-2016

Local Writing Assessments

An on-demand writing assessment is completed at the beginning and end of each school year. The fall and spring writing assessments are in the Literacy Assessment Binder. Scores, at both the beginning and end of the year, should be recorded on the master grade level spreadsheet. The data will be reviewed by the building principal and instructional specialist and shared with the Literacy Curriculum Team.

MAP Tests

MAP tests will be given in the fall, winter, and spring per the Medinah School District #11 testing windows as determined by NWEA. Test results are available within 24 hours of test events to all teachers and are used by teams to identify intervention needs.

Holt McDougal Assessments

Unit Tests

- A unit test will be administered after each of the units taught in each grade level. These assessments are created by grade-level teachers and the instructional specialist and are aligned to the Common Core State Standards.

Selection Assessments

- Approximately 50% of the selection assessments are ExamView assessments from the Holt McDougal resources. These are pulled directly from Holt McDougal and modified by grade-level teachers and the instructional specialist.

Handwriting

In an effort to support the handwriting skills that are developed at MIS, all MMS Literacy teachers will require students to handwrite some assignments and cursive writing will be encouraged at times.

Process Papers and Extended Responses

Process Papers and Extended Responses are outlined in the Curriculum Overviews for each grade level, which are available on the Curriculum SharePoint. In addition, three writing samples are turned into the building principal at the end of each quarter by each teacher.

Process Papers

- An emphasis is placed on multiple mini lessons and drafts to teach the full writing process and allow time for students to receive feedback and make revisions.
- Writing will be graded using universal rubrics across all three grades that have been approved by the Literacy Curriculum Team.

Extended Responses

- A literary analysis of one key skill practiced during reading
- Writing will be graded using universal rubrics across all three grades that have been approved by the Literacy Curriculum Team.

Additional Information

The focus of the Literacy Curriculum Team for 2015-2016 will be (vocabulary) .

Core Essentials Kindergarten

(Unit 1 and Unit 2 – Week 2)

By the end of the **First Trimester**, Kindergarten students should demonstrate proficiency in the following skills:

Foundational Skills

- RF.K.2a: Recognize and produce rhyming words
- RF.K.1: Demonstrate understanding of the organization and basic features of the print.
- RF.K.1d: Recognize and name all upper and lowercase letters of the alphabet.
- RF.K.2: Demonstrate understanding of spoken words, syllables and sounds.
- RF.K.2b: Count, pronounce, blend and segment syllables in spoken words.
- RF.K.2d: Isolate and pronounce initial, medial vowel and final sounds in three-phoneme (cvc) words.
- RF.K.1a: Follow words from left to right, top to bottom and page by page.
- RF.K.2e: Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- RF.K.2c: Blend and segment onsets and rimes of single syllable spoken words.
- RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.1b: Recognize that spoken words are represented in writing language by specific sequences of letters.

Literature

- RL.K.1: With prompting and support, ask and answer questions about key details and text.
- RL.K.3: With prompting and support, identify character, settings, and major events in a story.
- RL.K.2: With prompting and support, retell familiar stories including key details.
- RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.

Speaking and Listening

- SL.K.1a: Follow agreed upon rules for discussions.
- 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.2: Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Core Essentials Kindergarten

Writing

- 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 occur, and provide a reaction to what happened.
- W.K.5: With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.

Language

- L.K.1a: Print many upper and lowercase letters
- L.K.5c: Identify real-life connections between words and their use.
- L.K.5a: Sort common objects into categories to gain a sense of the concepts the categories represent.
- L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1b: Use frequently occurring nouns and verbs.
- L.K.1c: Form regular plural nouns orally by adding /s/ or /es/.
- L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Informational Text

- RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.
- RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
- RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic.
- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

Core Essentials Kindergarten

(Unit 2: Week 3 – Unit 4: Week 2)

By the end of the **Second Trimester**, Kindergarten students should demonstrate proficiency in the following skills:

Foundational Skills

- RF.K.2d: Isolate and pronounce initial, medial vowel and final sounds in three-phoneme (cvc) words.
- RF.K.2e: Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- RF.K.3d: Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.2a: Recognize and produce rhyming words.
- RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.1b: Recognize that spoken words are represented in writing language by specific sequences of letters.
- RF.K.2c: Blend and segment onsets and rimes of single syllable spoken words.
- RF.K.2: Demonstrate understanding of spoken words, syllables and sounds.

Literature

- RL.K.2: With prompting and support, retell familiar stories including key details.
- RL.K.3: With prompting and support, identify character, settings, and major events in a story.
- RL.K.5: Recognize common types of texts (e.g. , storybooks, poems).
- RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.
- RL.K.5c: Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- RL.K.1: With prompting and support, ask and answer questions about key details and text.
- RI.K.10: Actively engage in group reading activities with purpose and understanding.

Speaking and Listening

- SL.K.1b: Continue a conversation through multiple exchanges.
- 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.1a: Follow agreed upon rules for discussions.
- SL.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

Core Essentials Kindergarten

- SL.K.2: Confirm understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Writing

- 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.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 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 occur, and provide a reaction to what happened.
- 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.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.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 and opinion or preference about the topic or book (e.g., *My favorite book is...*).

Language

- L.K.5c: Identify real-life connections between words and their use.
- L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5b: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1b: Use frequently occurring nouns and verbs.
- 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.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.1f: Produce and expand complete sentences in shared language activities.
- L.K.1e: Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

Informational Text

- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- RI.K.1: With prompting and support, ask and answer questions about key details in a text.

Core Essentials Kindergarten

- RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
- RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear.
- RI.K.8: With prompting and support, identify the reasons and author gives to support points in a text.

Core Essentials Kindergarten

(Unit 4: Week 3 – Unit 6)

By the end of the **Third Trimester**, Kindergarten students should demonstrate proficiency in the following skills:

Foundational Skills

- RF.K.2d: Isolate and pronounce initial, medial vowel and final sounds in three-phoneme (cvc) words.
- RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- RF.K.2a: Recognize and produce rhyming words.
- RF.K.2e: Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.
- RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.1b: Recognize that spoken words are represented in writing language by specific sequences of letters.
- RF.K.2c: Blend and segment onsets and rimes of single syllable spoken words.
- RF.K.3b: Associate the long and short sounds with the common spellings for the five major vowels.

Literature

- RL.K.2: With prompting and support, retell familiar stories including key details.
- RL.K.3: With prompting and support, identify character, settings, and major events in a story.
- 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.
- RL.K.5: Recognize common types of texts (e.g. , storybooks, poems).
- RL.K.1: With prompting and support, ask and answer questions about key details and text.
- RI.K.10: Actively engage in group reading activities with purpose and understanding.
- RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear.

Speaking and Listening

- 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.
- 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 media by asking and answering questions about key details and requesting clarification is something is not understood.

Core Essentials Kindergarten

Writing

- 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.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.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 occur, and provide a reaction to what happened.
- W.K.5: With guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.

Language

- 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.5a: Sort common objects into categories to gain a sense of the concepts the categories represent.
- L.K.2a: Capitalize the first word in a sentence and the pronoun I.
- L.K.2b: Recognize and name end punctuation.
- L.K.5c: Identify real-life connections between words and their use.
- L.K.1e: Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- L.K.1b: Use frequently occurring nouns and verbs.
- L.K.1c: Form regular plural nouns orally by adding /s/ or /es/
- L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- K.K.1d: Understand and use question words.

Informational Text

- RI.K.1: With prompting and support, ask and answer questions about key details in a text.
- RI.K.8: With prompting and support, identify the reasons and author gives to support points in a text.
- RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
- RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- RI.K.10: Actively engage in group reading activities with purpose and understanding.

Core Essential Grade 1

By the end of the first trimester, 1st grade students should demonstrate proficiency in the following skills:

- **Literature:**
 - ✓ Ask and answer questions about key details in a text (RL.1.1)
 - ✓ Retell stories, include key details, and demonstrate understanding of the central message or lesson (RL.1.2)
 - ✓ Describe characters, settings, and major events in a story using key details (RL.1.3)
 - ✓ Use illustrations and details in a story to describe characters, setting, or events (RL.1.7)

- **Informational Texts:**
 - ✓ Ask and answer questions about key details in a text (RL.1.1)
 - ✓ Identify the main topic and recall key details in a text (RL.1.2)

- **Foundational Skills:**
 - ✓ Understand basic features of print (RF.1.1)
 - ✓ Produce initial, medial, and final sounds (RF.1.c)
 - ✓ Understand spoken words, syllables, and sounds (RF.1.2)
 - ✓ Orally produce blending sounds (RF.1.2 b)
 - ✓ Know and apply grade-level phonics and word decoding skills (RF.1.3)
 - ✓ Identify and produce sounds for digraphs (RF.1.3a)
 - ✓ Decode regularly spelled one-syllable words (RF.1.3b)
 - ✓ Recognize and read irregularly spelled words (high frequency words) (RF.1.3g)

- **Writing:**
 - ✓ With guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing (W.1.5)
 - ✓ With guidance and support from adults, recall information from experiences to answer a question (W.1.8)

- **Speaking and Listening:**
 - ✓ Participate in group discussion (SL.1.1a)
 - ✓ Answer key questions about read aloud (SL.1.2)
 - ✓ Listen to information presented (SL.1.2)
 - ✓ Create illustrations to demonstrate story elements (SL.1.5)
 - ✓ Speak using complete sentences (SL.1.6)

Core Essential Grade 1

By the end of the second trimester, 1st grade students should demonstrate proficiency in the following skills:

- **Literature:**
 - ✓ Ask and answer questions about key details in a text (RL.1.1)
 - ✓ Retell stories, include key details, and demonstrate understanding of the central message or lesson (RL.1.2)
 - ✓ Describe characters, settings, and major events in a story using key details (RL.1.3)
 - ✓ Use illustrations and details in a story to describe characters, setting, or events (RL.1.7)
 - ✓ Explain differences between books that tell stories and books that give information (RL.1.5)
 - ✓ Identify words in stories that suggest feelings (RL.1.4)

- **Informational Texts:**
 - ✓ Ask and answer questions about key details in a text (RL.1.1)
 - ✓ Identify the main topic and recall key details in a text (RL.1.2)
 - ✓ Identify the reasons an author gives to support points in a text (RL.1.8)
 - ✓ Describe the connection between two individuals, events, ideas, or pieces of information in a text (RL.1.3)
 - ✓ Use illustrations and details in a text to describe key ideas (RL.1.7)

- **Foundational Skills:**
 - ✓ Understand basic features of print (RF.1.1)
 - ✓ Understand spoken words, syllables, and sounds (RF.1.2)
 - ✓ Distinguish long from short vowels in spoken words (RF.1.2a)
 - ✓ Orally produce words by blending sounds (RF.1.2b)
 - ✓ Produce initial, medial, and final sounds (RF.1.2c)
 - ✓ Segment spoken single-syllable words into their complete sequence of individual sounds (RF.1.2d)
 - ✓ Know and apply grade-level phonics and word decoding skills (RF.1.3)
 - ✓ Identify and produce sounds for digraphs (RF.1.3a)
 - ✓ Decode regularly spelled one-syllable words (RF.1.3b)
 - ✓ Decode regularly spelled two-syllable words (RF.1.3e)
 - ✓ Recognize and read irregularly spelled words (high frequency words) (RF.1.3g)
 - ✓ Know final –e and common vowel team conventions for representing long vowel sounds (RF.1.3c)

 - ✓ Read with sufficient accuracy and fluency to support comprehension (RF.1.4)

Core Essential Grade 1

- ✓ Read on-level text orally with accuracy, appropriate rate, and expression (RF.1.4b)
- ✓ Read words with inflectional endings (RF.1.3f)
- **Writing:**
 - ✓ With guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing (W.1.5)
 - ✓ With guidance and support from adults, recall information from experiences to answer a question (W.1.8)
 - ✓ With guidance and support from adults, write explanatory texts in which they name a topic, supply facts about the topic, and provide some sense of closure (W.1.2)
 - ✓ Write narratives in which they recount two or more sequenced events, include some details, and use time-order words (W.1.3)
- **Speaking and Listening:**
 - ✓ Participate in group discussion (SL.1.1a)
 - ✓ Answer questions about key details in a story read aloud (SL.1.2)
 - ✓ Listen to information presented (SL.1.2)
 - ✓ Create illustrations to demonstrate story elements (SL.1.5)
 - ✓ Speak using complete sentences (SL.1.6)
 - ✓ Describe people, places, things, and events with details, expressing ideas and feelings clearly (SL.1.4)
- **Language:**
 - ✓ Demonstrate command of English grammar when writing or speaking (L.1.1)
 - ✓ Print all uppercase and lowercase letters (L.1.1a)
 - ✓ Recognize a noun (L.1.1b)
 - ✓ Use singular and plural nouns (L.1.1c)
 - ✓ Use frequently occurring adjectives (L.1.1f)
 - ✓ Write complete declarative, interrogative, imperative, and exclamatory sentences (L.1.1j)
 - ✓ Sort words into categories (L.1.5a)
 - ✓ Use verbs to convey a sense of past, present, and future (L.1.1e)
 - ✓ Demonstrate command of English conventions of capitalization, punctuation, and spelling when writing (L.1.2)
 - ✓ Capitalize dates and names of people (L.1.2a)
 - ✓ Use end punctuation for sentences (L.1.2b)
 - ✓ Use conventional spelling for words (L.1.2d)
 - ✓ Spell untaught words phonetically (L.1.2e)

Core Essential Grade 1

By the end of the third trimester, 1st grade students should demonstrate proficiency in the following skills:

- **Literature:**
 - ✓ Ask and answer questions about key details in a text (RL.1.1)
 - ✓ Retell stories, include key details, and demonstrate understanding of the central message or lesson (RL.1.2)
 - ✓ Describe characters, settings, and major events in a story using key details (RL.1.3)
 - ✓ Use illustrations and details in a story to describe characters, setting, or events (RL.1.7)
 - ✓ Identify words in stories that suggest feelings (RL.1.4)

- **Informational Texts:**
 - ✓ Ask and answer questions about key details in a text (RL.1.1)
 - ✓ Identify the main topic and recall key details in a text (RL.1.2)
 - ✓ Identify the reasons an author gives to support points in a text (RL.1.8)
 - ✓ Describe the connection between two individuals, events, ideas, or pieces of information in a text (RL.1.3)
 - ✓ Distinguish between information provided by pictures and information provided by the words in a text (RL.1.6)
 - ✓ Use illustrations and details in a text to describe key ideas (RL.1.7)

- **Foundational Skills:**
 - ✓ Distinguish long from short vowels in spoken words (RF.1.2a)
 - ✓ Orally produce words by blending sounds (RF.1.2b)
 - ✓ Produce initial, medial, and final sounds in spoken words (RF.1.2c)
 - ✓ Segment spoken single-syllable words into their complete sequence of individual sounds (RF.1.2d)
 - ✓ Know and apply grade-level phonics and word decoding skills (RF.1.3)
 - ✓ Identify and produce sounds for digraphs (RF.1.3a)
 - ✓ Decode regularly spelled one-syllable words (RF.1.3b)
 - ✓ Decode regularly spelled two-syllable words (RF.1.3e)
 - ✓ Recognize and read irregularly spelled words (high frequency words) (RF.1.3g)
 - ✓ Know final –e and common vowel team conventions for representing long vowel sounds (RF.1.3c)
 - ✓ Read words with inflectional endings (RF.1.3f)

Core Essential Grade 1

- ✓ Read with sufficient accuracy and fluency to support comprehension (RF.1.4)
 - ✓ Read on-level text orally with accuracy, appropriate rate, and expression (RF.1.4b)
- **Writing:**
 - ✓ With guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing (W.1.5)
 - ✓ With guidance and support from adults, recall information from experiences to answer a question (W.1.8)
 - ✓ Write explanatory texts in which they name a topic, supply facts about the topic, and provide some sense of closure (W.1.2)
 - ✓ Write narratives in which they recount two or more sequenced events, include some details, and use time-order words (W.1.3)
 - ✓ Write opinion pieces in which they introduce the topic or name of the book, an opinion about it, and a reason for the opinion (W.1.1)
- **Speaking and Listening:**
 - ✓ Participate in group discussion about grade 1 topics and texts with peers and adults (SL.1.1a)
 - ✓ Answer questions about key details in a story read aloud (SL.1.2)
 - ✓ Describe people, places, things, and events with details, expressing ideas and feelings clearly (SL.1.4)
- **Language:**
 - ✓ Demonstrate command of English grammar when writing or speaking (L.1.1)
 - ✓ Use personal, possessive, and indefinite pronouns (L.1.1d)
 - ✓ Use frequently occurring adjectives (L.1.1f)
 - ✓ Write complete declarative, interrogative, imperative, and exclamatory sentences (L.1.1j)
 - ✓ Use frequently occurring prepositions (L.1.1i)
 - ✓ Use frequently occurring affixes as a clue to the meaning of a word (L.1.4b)
 - ✓ Identify real-life connections between words and their use (L.1.5c)
 - ✓ Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them (L.1.5d)
 - ✓ Demonstrate command of English conventions of capitalization, punctuation, and spelling when writing (L.1.2)
 - ✓ Use conventional spelling for words (L.1.2d)

- ✓ Apply digital tools and resources to address a variety of tasks and problems
- ✓ Communicate about technology using developmentally appropriate and accurate terminology
- ✓ Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and websites

Core Essential Grade 2

Students will demonstrate proficiency in the following skills at the end of **trimester 1**:

Reading Street-Unit 1 and Unit 2

Literature

- Identify basic literary elements such as character and setting (RL.2.3)
- Describe the overall structure of a story (RL.2.5)
- Read literature independently, proficiently, and fluently within the grades 2-3 text complexity band (RL.2.10)
- Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting and plot (R.L.2.7)
- Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text (R.L.2.1)
- Compare and contrast two or more versions of the same story by different authors or from different cultures (R.L.2.9)
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral (R.L.2.2)

Informational Text

- Identify the main idea and details of an expository text/article (RI.2.2)
- Describe similarities in and differences between two texts on the same topics ((R.I.2.9)
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe (R.I.2.6)
- Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text (R.I.2.1)

Core Essential Grade 2

- Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently (R.I.2.5)
- By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts (R.I.2.10)

Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding skills (RF.2.3)
- Identify and spell words with short vowels and consonants (RF.2.3.a) (RF.2.3.b)
- Identify, segment and spell words with long vowels VCe (RF.2.3.a) (RF.2.3.c)
- Identify, segment and spell words with initial and final consonant blends (RF.2.3)
- Identify, segment and spell words with inflected endings (-ed, -ing) (RF.2.3)
- Identify, segment and spell words with consonant digraphs (sh, ch, th, wh) (RF.2.3.f)
- Identify, segment, and spell words with controlled r (RF.2.3.a)
- Identify and spell words with plural endings (RF.2.3)
- Identify, segment, and spell words with vowel digraphs (RF.2.3.f)
- Read on-level text with purpose and understanding (R.F.2.4.a)
- Read on-level text orally with accuracy, appropriate rate and expression on successive readings ((RF.2.4.b)
- Read with sufficient accuracy and fluency to support comprehension (R.F.2.4)

Core Essential Grade 2

Writing

- 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 closing sentence (W.2.3)
- Write informational/explanatory texts which includes topic, facts, and definitions to develop points, plus include a concluding statement (W.2.2)
- Participate in shared research and writing projects (W.2.7)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)

Language

- Observe the conventions of grammar and usage (L.2.1)
- Produce, expand, and rearrange complete simple and compound sentences (L.2.1.f)
- Use newly learned words acquired through conversations, reading, and responding to texts (L.2.6)
- Build real-connections between words and their use (L.2.5.a)
- Use apostrophes and spell words with contractions and frequently occurring possessives (L.2.2.c)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)
- Capitalize holidays, product names, and geographic names (L.2.2.a)
- Use guide words to locate words in a dictionary or glossary to correct spelling (L.2.2.e)
- Identify and use irregular plural nouns (L.2.1.b)
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe. (L.2.6)

Core Essential Grade 2

Speaking /Listening

- Participate in group discussion (SL.2.1)
- Follow agreed-upon rules for discussion (SL.2.1.a)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media(SL.2.2)
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (SL.2.3)

Core Essential Grade 2

Students will demonstrate proficiency in the following skills at the end of **Trimester 2**:

Reading Street-Unit 3 and Unit 4

Literature

- Identify the main purpose of a text (author's purpose)
- Describe the structure of a story: beginning, middle, and end (R.L.2.5)
- Use visualization to demonstrate understanding of character, setting, or plot (R.L.2.7)
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (R.L.2.6)
- Draw conclusions by asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text (R.L.2.1)
- Compare and contrast two or more versions of the same story by different author and/or cultures (R.L.2.9)
- Summarize fables and folktales (R.L.2.2)
- Sequence the story and understand the overall structure (R.L.2.5)
- Predict and set purpose of the given text (R.L.2.2)
- Describe how words and phrases supply the rhythm and meaning in a story, poem, or song (R.L.2.4)

Informational Text

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe (R.I.2.6)
- Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text (R.I.2.1)

Core Essential Grade 2

- Describe how reasons support specific points the author makes in a text(R.I.2.8)
- Explain how specific images contribute to and clarify a text (R.I.2.7)

Foundational Skills (Phonics)

- Identify and spell words with common vowel teams (R.F.2.3.b)
- Identify, segment and spell words with long and short vowels in one-syllable words (R.F.2.3.a)
- Decode regularly spelled two-syllable words with long vowels (R.F.2.3.c)
- Read on-level text orally with accuracy, appropriate rate and expression on successive readings ((R.F.2.4.b)
- Know and apply grade-level phonics and word analysis skills in decoding words (substitute final phonemes, syllable -le) (R.F.2.3)
- Identify, segment and spell words using comparative endings-er,-est (R.F.2.3)
- Decode words with prefixes and suffixes (R.F.2.3.d)
- Read with sufficient accuracy and fluency to support comprehension (R.F.2.4)

Writing

- 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 closing sentence (W.2.3)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)

Core Essential Grade 2

- Write opinion pieces in which they introduce the topic or a book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinions and reasons and provide a concluding statement (W.2.1)
- Participate in shared research and writing projects (W.2.7)

Language

- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe. (L.2.6)
- Observe the conventions of grammar and usage (L.2.1)
- Form and use the past tense of frequently occurring irregular verbs (L.2.1.d)
- Identify, understand and spell compound words (L.2.4.d)
- Use adjectives and adverbs, and choose between them depending on what is to be modified (L.2.1.e)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)
- Use commas in greetings and closings of letters ((L.2.2.b)
- Use knowledge of the meaning of individual words to predict the meaning of compound words (L.2.4.d)
- Distinguish shades of meaning among closely related verbs and closely related adjectives (L.2.5.b)
- Determine or clarify the meaning of unknown and multi-meaning words and phrases (L.2.4)
- Identify real-life connections between words and their use (L.2.5.a)
- Demonstrate understanding of word relationships and nuance in word meanings (L.2.5)
- Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4.a)

Core Essential Grade 2

- Determine the meaning of the new word formed when a known prefix is added to a known word (L.2.4.b)
- Produce, expand, and rearrange complete simple and compound sentences (L.2.1.f)

Speaking and Listening

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (S.L.2.6)
- Participate in group discussion (SL.2.1)
- Follow agreed-upon rules for discussion (SL.2.1.a)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2)
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (SL.2.3)
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S.L.2.4)

Core Essential Grade 2

Students will demonstrate proficiency in the following skills at the end of **trimester 3**:

Reading Street-Unit 5 and Unit 6

Literature

- Describe the structure of a story: beginning, middle, and end (R.L.2.5)
- Use visualization to demonstrate understanding of character, setting, or plot (R.L.2.7)
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (R.L.2.6)
- Draw conclusions by asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text (R.L.2.1)
- Describe how characters in a story respond to major events and challenges (R.L.2.3)
- Compare and contrast two or more versions of the same story by different authors or from different cultures (R.L.2.9)
- Sequence the story and understand the overall structure (R.L.2.5)
- Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text (R.L.2.1)

Informational Text

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe (R.I.2.6)
- Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text (R.I.2.1)

Core Essential Grade 2

- Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text (R.I.2.2)
- Know and use various text features (e.g., captions, bold prints, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently. (R.I.2.5)
- Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text (R.I.2.3)

Foundational Skills (Phonics)

- Identify and spell words with common vowel teams (R.F.2.3.b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (R.F.2.4.c)
- Read on-level text orally with accuracy, appropriate rate and expression on successive readings ((R.F.2.4.b)
- Know and apply grade-level phonics and word analysis skills in decoding words (R.F.2.3)
- Recognize and read grade-appropriate irregularly spelled words (R.F.2.3.f)
- Decode words with prefixes and suffixes (R.F.2.3.d)
- Read with sufficient accuracy and fluency to support comprehension (R.F.2.4)

Writing

- 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 closing sentence (W.2.3)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)

Core Essential Grade 2

- Write opinion pieces in which they introduce the topic or a book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinions and reasons and provide a concluding statement (W.2.1)
- Write informational/explanatory texts which includes topic, facts, and definitions to develop points, plus include a concluding statement (W.2.2)

Language

- Capitalize holidays, product names, and geographic names (L.2.2.a)
- Observe the conventions of grammar and usage (L.2.1)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings (L.2.2.e)
- Use an apostrophe to form contractions and frequently occurring possessives (L.2.2.c)
- Generalize learned spelling patterns when writing words (L.2.2.d)
- Identify, understand and spell compound words (L.2.4.d)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)
- Use knowledge of the meaning of individual words to predict the meaning of compound words (L.2.4.d)
- Determine or clarify the meaning of unknown and multi-meaning words and phrases (L.2.4)
- Identify real-life connections between words and their use (L.2.5.a)
- Use a known root word as a clue to the meaning of unknown word with the same root (L.2.4.c)
- Demonstrate understanding of word relationships and nuance in word meanings (L.2.5)

Core Essential Grade 2

- Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4.a)
- Determine the meaning of the new word formed when a known prefix is added to a known word (L.2.4.b)
- Use glossaries and beginnings dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4.e)
- Produce, expand, and rearrange complete simple and compound sentences (L.2.1.f)

Speaking and Listening

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (S.L.2.6)
- Participate in group discussion (SL.2.1)
- Follow agreed-upon rules for discussion (SL.2.1.a)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2)
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (SL.2.3)
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S.L.2.4)

Core Essentials Grade 3

Updated June 2014

At the end of the **First Trimester**, students in third grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Ask and answer questions to show understanding of text. (RL.3.1)

Reading Standards for Informational Text (RI)

- ✓ Answer questions by locating information in the text. (RI.3.1)
- ✓ Describe connections in text using comparison. (RI.3.8)
- ✓ Students use text features to locate information. (RI.3.5)

Foundational Skills (RF)

- ✓ Decode words with more than one syllable. (RF.3.3c)
- ✓ Apply phonics skills to decode words. (RF.3.3)
- ✓ Use context to determine the meaning of an unknown word. (RF.3.4c)
- ✓ Use conventional spelling for grade level appropriate words using suffixes. (RF.3.3a)

Writing Standards (W)

- ✓ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and a sense of closure. (W.3.3 (d))
- ✓ Write using transition words. (W.3.3c)
- ✓ Work with an adult or peer to develop support and organization in writing. (W.3.4)
- ✓ Work with an adult or peer to develop and strengthen writing by planning, revising, and editing. (W.3.5)

Speaking and Listening Standards (SL)

- ✓ Discuss topics with a group after having read information on the topic. (SL.3.1a)

Language Standards (L)

- ✓ Identify the meaning of a multiple meaning word using context. (L.3.4)
- ✓ Use conventional spelling for grade level appropriate words. (L.3.2e)
- ✓ Identify or clarify the meaning of an unknown word using context. (L.3.4)
- ✓ Form and use regular and irregular plural nouns. (L.3.1b)
- ✓ Students conduct short research projects to gain facts about a topic. (W.3.7)
- ✓ Write an informational essay to convey information and ideas clearly. (W.3.2)

Core Essentials Grade 3

Updated June 2014

At the end of the **Second** Trimester, students in third grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Ask and answer questions about a story to develop understanding. Should be able to use text in answering questions. (RL.3.1)
- ✓ Tell about characters using information from the story. . (RL.3.3)
- ✓ Use information in a story in combination with background knowledge to answer questions about a story that are not stated in the story. (RL.3.1)
- ✓ Use the text to demonstrate understanding by making generalizations. (RL.3.1)

Reading Standards for Informational Text (RI)

- ✓ Answer questions by locating information in the text and then drawing a conclusion from information in the text. (RI.3.1)
- ✓ Use pictures and text to gain an understanding of where, when and why in a story. (RI.3.7)
- ✓ Read text and be able to identify whether it is comparing/contrasting information or sequencing events. (RI.3.8)
- ✓ Use information from maps and pictures in a story to gain understanding. (RI.3.7)
- ✓ Tell about historical events, scientific ideas or steps in a process that tells time order. (RI. 3.8)

Foundational Skills (RF)

- ✓ Apply phonics skills to recognize contractions. (RF3.3)
- ✓ Identify and understand the most common prefixes and suffixes. (RF.3.3a)
- ✓ Read poetry and prose on grade level with appropriate rate and expression after repeated readings. (RF.3.4b)

Writing Standards (W)

- ✓ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)
- ✓ Write using linking words and phrases to connect ideas. (W3.2c)
- ✓ Write introducing a topic and giving enough related information with pictures if needed to help the reader understand your topic. (W.3.2a)

- ✓ Write using the writing process of brainstorming, draft, followed by revising and editing. (W.3.5)
- ✓ Develop a list of time order words to be used in writing.(W.3.3c)

Speaking and Listening Standards (SL)

- ✓ Speak in complete sentences to provide clear information. (SL.3.6)

Language Standards (L)

- ✓ Identify the meaning of a multiple meaning word using context and other strategies. (L.3.4)
- ✓ Apply knowledge of word families and word parts to spell words. (L.3.2e)
- ✓ Use words in the sentence to determine meaning of an unknown word or phrase. (RI.3.4a)
- ✓ Students improve their writing by using synonyms and other words for commonly used words. (L.3.3a) (with guidance)
- ✓ Tell what the function of a noun or verb is in sentences. (L.3.1a)
- ✓ Use prefixes and suffixes when spelling words. (L.3.2f)
- ✓ Use glossaries to determine the meaning of a word. (L.3.4d)
- ✓ Use conventional spelling for commonly used grade level words. (L.3.2e)
- ✓ Identify the meaning of a base word and how it changes when you add a prefix or suffix to it. (L.3.4b) (common ones)

Core Essentials Grade 3

Updated June 2014

At the end of the **Third Trimester**, students in third grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Tell about characters in a story including their characteristics and feelings. (RL.3.3)
- ✓ Tell how a character's actions create a sequence of events. (RL.3.3)
- ✓ Answer questions to show understanding of text. (RL.3.1)
- ✓ Refer to text to answer questions. (RL.3.1) with guidance
- ✓ Refer to specific features of a text such as chapter when describing events. (RL.3.5)

Reading Standards for Informational Text (RI)

- ✓ Answer questions by locating information in the text. (RI.3.1)
- ✓ Use pictures and text to gain an understanding of where, when and why in a story. (RI.3.7)
- ✓ Students use text features to locate information. (RI.3.5)
- ✓ Compare and contrast important details in two texts on the same topic. (RI.3.9) with guidance

Foundational Skills (RF)

- ✓ Use context to determine the meaning of an unknown word. (RF.3.4c)
- ✓ Use conventional spelling for grade level appropriate words using suffixes. (RF.3.3a)
- ✓ Read accurately and fluently showing comprehension. (RF.3.4)
- ✓ Use context to confirm or self correct word recognition and understanding. (RF.3.4.c) (when reading out loud)

Writing Standards (W)

- ✓ Write opinion pieces on topics or texts, supporting a point of view with reasons (complete with an organized structure). (W.3.1)
- ✓ Write using transition words. (W.3.3c)
- ✓ Write on a topic and group material together in meaningful paragraphs. Include illustrations when helpful. (W.3.2a)
- ✓ Work with an adult or peer to develop support and organization in writing. (W.3.4)
- ✓ Develop topic you are writing about with facts and reasons. (W.3.2b)

Speaking and Listening Standards (SL)

- ✓ Report on a text, tell a story, or an event in a clear voice and understandable pace. (SL.3.4)

Language Standards (L)

- ✓ Identify the meaning of a multiple meaning word using context. (L.3.4)
- ✓ Use conventional spelling for grade level appropriate words. (L.3.2e)
- ✓ Identify or clarify the meaning of an unknown word using context. (L.3.4)
- ✓ Form and use regular and irregular plural nouns. (L.3.1b)

Core Essentials Grade 4

Updated June 2014

At the end of the First Trimester, students in fourth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Describe a character, setting, or event in a story focusing on specific details in the text (RL.4.3)

Reading Standards for Informational Text (RI)

- ✓ Summarize the text (RI.4.2)
- ✓ Describe the problem/solution of events, ideas, concepts, and information in a text (RI.4.5)

Foundational Skills (RF)

- ✓ Read grade-level text with sufficient accuracy and fluency to support comprehension (RF.4.4)
- ✓ Read grade-level prose and poetry orally with accuracy and expression (RF.4.4b)

Writing Standards (W)

- ✓ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences (W.4.3)
- ✓ Establish an event or situation to the reader, include characters, and organize the events in a sequential manner (W.4.3a)
- ✓ Use description to express the character's response to the situation (W.4.3b)
- ✓ Use a variety of transitional words and phrases to show the sequence of events (W.4.3c)
- ✓ Use words, phrases and sensory details to convey experiences and events (W.4.3d)
- ✓ Include a conclusion that reflects on the experience or events in the developed narrative (W.4.3e)

Speaking and Listening Standards (SL)

- ✓ Follow agreed-upon rules for discussions and carry out assigned role (SL.4.1b)
- ✓ Pose and respond to specific questions to clarify or follow up on information (SL.4.1c)

- ✓ Contribute to discussion and respond to and relate to peers' remarks (SL.4.1c)
- ✓ Speak clearly at an understandable pace (SL.4.4)

Language Standards (L)

- ✓ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons (L.4.1f)
- ✓ Demonstrate understanding of the conventions of standard English capitalization, punctuation, and spelling when writing (L.4.2)
- ✓ Use knowledge of language and its conventions when speaking, reading, or listening (L.4.3)
- ✓ Use reference materials to find the pronunciation and determine the meaning of key words (L.4.4c)

Core Essentials Grade 4

Updated June 2014

At the end of the Second Trimester, students in fourth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Summarize the text (RL.4.2)
- ✓ Refer to details and examples in a text when explaining what the text says explicitly and when making generalizations (RL.4.1)

Reading Standards for Informational Text (RI)

- ✓ Determine the main idea of a text (RI.4.2)
- ✓ Explain how the main idea is supported by key details (RI.4.2)
- ✓ Describe the overall structure (sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text (RI.4.5)
- ✓ Interpret information presented in graphic sources and explain how the information contributes to an understanding of the text (RI.7)

Foundational Skills (RF)

- ✓ Use decoding skills to read accurately unfamiliar multisyllabic words in and out of context (R.F.4.3a)
- ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary (R.F.4.4c)

Writing Standards (W)

- ✓ Write informative/explanatory texts to examine a topic and convey ideas and information clearly (W.4.2)
- ✓ Introduce a topic clearly and group related information in paragraphs and sections (W.4.2a)
- ✓ Develop the topic with facts, definitions, concrete details, and examples related to the topic (W.4.2b)
- ✓ Link ideas within paragraphs using transitional words and phrases (W.4.2c)
- ✓ Use informative text specific vocabulary to inform about or explain the topic (W.4.2d)

- ✓ Provide a concluding statement related to the information or explanation presented (W.4.2e)

Speaking and Listening Standards (SL)

- ✓ Completed in Trimester 1 and Trimester 3

Language Standards (L)

- ✓ Use context clues to determine the meaning of a word or phrase (L.4.4a)
- ✓ Use relative pronouns and relative adverbs (L.4.1a)
- ✓ Form and use correct verb tenses i.e past, present, future (L.4.1b)
- ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (L.4.4b)
- ✓ Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar meanings (synonyms) (L.4.5c)

Core Essentials Grade 4

Updated June 2014

At the end of the Third Trimester, students in fourth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Use details and examples from the text to draw conclusions (RL.4.1)
- ✓ Determine the theme of a story using details from the text (RL.4.2)

Reading Standards for Informational Text (RI)

- ✓ Use details and examples from the text to draw conclusions (RI.4.1)
- ✓ Compare and contrast two different accounts of the same event or topic (RI.4.6)
- ✓ Explain how an author uses reasons and evidence to support main points in a text (RI.4.8)

Foundational Skills (RF)

- ✓ Use combined knowledge of letter-sound correspondences, syllable patterns, and roots/affixes to read unfamiliar words accurately (R.F.4.3a)

Writing Standards (W)

- ✓ Write opinion pieces on topics or texts, supporting a point of view with reasons and information (W.4.1)
- ✓ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped together to support the writer's purpose (W.4.1a)
- ✓ Provide reasons that are supported by facts and details. (W.4.1b)
- ✓ Link opinion and reasons using words and phrases (W.4.1c)
- ✓ Provide a concluding statement related to the opinion presented. (W.4.1d)

Speaking and Listening Standards (SL)

- ✓ Report on a topic or text, tell a story, or recount an experience in an organized manner (SL.4.4)
- ✓ Using appropriate facts and relevant, descriptive details to support main ideas or themes (SL.4.4)

Language Standards (L)

- ✓ Determine or clarify the meaning of unknown and multiple-meaning words based on grade level content using a variety of strategies (L.4.4)
- ✓ Order adjectives within the sentence according to conventional patterns (L.4.1d)
- ✓ Form and use prepositional phrases (L.4.1e)
- ✓ Use correct capitalization (L.4.2a)
- ✓ Use a comma before a coordinating conjunction in a compound sentence (L.4.2c)
- ✓ Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word *telegraph, photograph, autograph* (L.4.4b)

Core Essentials Grade 5

Updated June 2014

At the end of the First Trimester, students in fifth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Compare and contrast two or more characters, settings, or events in a story using specific details from the text (RL.5.3)
- ✓ Draw inferences based on evidence from the text (RL.5.1)
- ✓ Draw inferences based on evidence from the text when determining facts and opinions (RL.5.1)
- ✓ Compare and contrast stories in the same genre (RL.5.9)

Reading Standards for Informational Text (RI)

- ✓ Draw inferences based on evidence from the text (RI.5.1)
- ✓ Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific information in the text (RI.5.3)

Foundational Skills (RF)

- ✓ Read grade level text with purpose (RF.5.4a)
- ✓ Use context to self-correct word recognition and meaning (RF.5.4c)
- ✓ Read with sufficient accuracy and fluency to support comprehension (RF.5.4)

Writing Standards (W)

- ✓ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.5.3)
- ✓ Introduce the story using a narrator and/or characters; organize an event sequence that unfolds naturally. (W. 5.3a)
- ✓ Use a variety of transitional words and phrases to manage the sequence of events. (W. 5.3c)
- ✓ Provide a conclusion that follows the narrated experience or events. (W.5.3e)

Speaking and Listening Standards (SL)

- ✓ Sequence ideas and facts logically when reporting on a topic (SL.5.4)
- ✓ Follow agreed-upon rules for discussion and carry out assigned roles (SL.5.1b)

Language Standards (L)

- ✓ Use context clues to determine the definition of a word or phrase (L.5.4a)
- ✓ Use reference materials to find the pronunciation and definition of key words and phrases (L.5.4c)
- ✓ Determine or clarify the meaning of unknown words within a text choosing from a variety of strategies (L.5.4)
- ✓ Use knowledge of language and conventions being learned when writing, listening, speaking, reading, or listening (L.5.3)

Core Essentials Grade 5

Updated June 2014

At the end of the Second Trimester, students in fifth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Draw inferences based on evidence from the text when determining cause and effect relationships (RL.5.1)
- ✓ Determine how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic (RL.5.2)
- ✓ Summarize the text (RL.5.2)
- ✓ Determine the theme of a story (RL.5.2)
- ✓ Explain how a series of chapters, stanzas, or scenes fit together to provide the structure of the text (RL.5.5)

Reading Standards for Informational Text (RI)

- ✓ Determine two or more main ideas of a text and how they are supported by key details (RI.5.2)
- ✓ Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts (RI.5.5)

Foundational Skills (RF)

- ✓ Read grade-level prose and poetry with accuracy, appropriate rate, and expression (RF.5.4b)
- ✓ Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read unfamiliar words in and out of context (RF.5.3a)

Writing Standards (W)

- ✓ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)
- ✓ Introduce a topic clearly, provide a general observation and focus, and group related information logically. (W.5.2a)

- ✓ Develop the topic with facts, definitions, details, or other information and examples related to the topic. (W.5.2b)
- ✓ Use precise language with domain specific vocabulary to inform about or explain the topic. (W.5.2d)
- ✓ Provide a concluding statement or section related to the information or explanation presented. (W.5.2e)

Speaking and Listening Standards (SL)

- ✓ Report and speak clearly about a topic incorporating appropriate opinions, facts, and descriptive details (SL.5.4)
- ✓ Come to discussions prepared; use that information and other knowledge about topics being discussed (SL.5.1a)
- ✓ Include multimedia components and visual displays in presentations to enhance the development of themes or main ideas (SL.5.5)

Language Standards (L)

- ✓ Use homonyms to determine the meanings of unknown words (L.5.5c)
- ✓ Use homographs to determine the meanings of unknown words (L.5.5c)
- ✓ Use antonyms to determine the meanings of unknown words (L.5.5c)
- ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of a word (L.5.4b)
- ✓ Demonstrate knowledge of the conventions of standard English capitalization, punctuation, and spelling (L.5.2)
- ✓ Demonstrate knowledge of the conventions of standard English grammar and usage when writing or speaking (L.5.1)
- ✓ Use verb tense to convey various times, sequences, states, and conditions (L.5.1c)
- ✓ Explain the function of prepositions within a particular sentence (L.5.1a)
- ✓ Expand, combine, and reduce sentences for meaning, interest and style (L.5.3a)

Core Essentials Grade 5

Updated June 2014

At the end of the Third Trimester, students in fifth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Determine the meanings of words using figurative language (RL.5.4)
- ✓ Analyze how visual and multimedia elements contribute to the meaning of tone, or beauty of a text(e.g., graphic novel, fiction, folktale, poem, myth)(RL.5.7)

Reading Standards for Informational Text (RI)

- ✓ Demonstrate the ability to answer a question or solve a problem efficiently while drawing information from multiple print or digital sources (RI.5.7)
- ✓ Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) (RI.5.8)
- ✓ Summarize the text (RI.5.2)

Foundational Skills (RF)

- ✓ Use combined knowledge of all letter-sound relationships, syllabication patterns, and morphology(roots and affixes) to read unfamiliar words in and out of context (RF.5.3a)

Writing Standards (W)

- ✓ Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)
- ✓ Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support. (W.5.1a)
- ✓ Provide logically ordered reasons that are supported by facts and details. (W.5.1b)
- ✓ Link opinion and reasons using words and phrases. (W.5.1c)
- ✓ Provide a concluding statement or section related to the opinion presented. (W.5.1d)

Speaking and Listening Standards (SL)

- ✓ Adapt speech to a variety of contexts and tasks (SL.5.6)
- ✓ Speak clearly at an understandable pace (SL.5.4)

- ✓ Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (SL.5.7)
- ✓ Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (SL 5.2)
- ✓ Review the key ideas expressed and draw conclusions based on the information and knowledge gained from discussions (SL.5.1d)
- ✓ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others (SL.5.1c)

Language Standards (L)

- ✓ Explain the function of conjunctions, prepositions, and interjections within a particular sentence (L.5.1a)
- ✓ Expand, combine, and reduce sentences for meaning, interest and style (L.5.3a)
- ✓ Use punctuation to separate items in a series (L.5.2a)
- ✓ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (L.5.5)

Core Essentials Grade 6

At the end of the **First Trimester**, students in sixth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Make inferences using a text. (Unit One) Develop reading strategies including monitoring, predicting, setting a purpose for reading, and connecting. (Unit Two) Determine author's purpose. (Unit Three) (RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
- ✓ Determine the theme or central idea of a text. (Unit Three) (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.)
- ✓ Describe how a story's or drama's plot unfolds. (Unit One) Analyze character and character traits as well as how a character responds and reacts as the plot unfolds. (Unit Two) Determine how the characters help reveal theme. (Unit Theme) (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.)
- ✓ Determining figurative and connotative meanings of words and phrases as they are used in texts. (Unit Two) (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.)
- ✓ Analyze how pieces of the text contribute to the development of the setting or the plot. (Unit One) Analyze how point of view contributes to the development of the plot. (Unit Two) Analyze how a sentence contributes to the overall theme. (Unit Three) (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.)
- ✓ Explain how an author develops the point of view of the narrator in a text. (Unit Two) (RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.)
- ✓ Synthesize ideas across different texts. (Unit One) (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.)
- ✓ Compare and contrast different stories. (Unit Two) (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.)
- ✓ Read and comprehend literature. (Unit Three) (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.)

Core Essentials Grade 6

Reading Standards for Informational Text (RI)

- ✓ Make inferences using an informational text. (Unit One) (RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)
- ✓ Describe the main idea of a text as well as summarize the text without interjecting personal thoughts and/or opinions. (Unit One) (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.)
- ✓ Analyze and determine author's purpose. (Unit Three) (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).)
- ✓ Determine the meaning of words and phrases in text. (Unit One) (Unit Two) (RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.)
- ✓ Follow a set of written directions (Unit Three) (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.)
- ✓ Determine author's purpose. (Unit Three) (RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.)
- ✓ Interpret camera shots and sound effects presented in a movie. (Unit One) Use steps to visualize creation of finished project. (Unit Three) (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.)
- ✓ Compare and contrast one author's presentation of events with that of another. (Unit Two) (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).)
- ✓ Read and comprehend literary nonfiction. (Unit Two) (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 Standards (W)

- ✓ Create a play review that includes a supported opinion. (Unit One) (W.6.1. 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.

Core Essentials Grade 6

- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.)
- ✓ Create a written work that synthesizes three space related articles. (Unit One) Write a reader's response that examines relationships within the story. Additionally, create a compare-contrast essay. (Unit Two) Write an essay that compares and contrasts two author's purposes. (Unit Three) (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.)
- ✓ Create a dialogue that continues the cliff hanger of "All Summer in a Day." (Unit One) Create a made-up dialogue between two characters and create a letter from a character's point of view. (Unit Three) (W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.)
- ✓ Create a play review, dialogue, and synthesis paper. (Unit One) Produce a clear and coherent compare-contrast essay that is organized, purpose driven, and focused towards a specific audience. (Unit Two) (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.)
- ✓ Create revisions on rough drafts. Use teacher and peer revisions to improve writing. (Unit One) (Unit Two) (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.)
- ✓ (Unit One) (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.)
- ✓ (Unit One) (Unit Three) (W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.)
- ✓ Create an essay that compares and contrasts two literary works, two characters, or two settings. (Unit Two) (W.6.9.A. 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").)
- ✓ Be able to create an essay within a short or extended amount of time. (Unit Two) (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.)

Core Essentials Grade 6

Speaking and Listening Standards (SL)

- ✓ Participate in a discussion. (Unit One) (Unit Two) Add a comment to an online discussion board (Unit Three) (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.
 - 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.)
- ✓ Interpret information presented in media. (Unit One) (SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.)
- ✓ Evaluate other speaker's arguments. (Unit One) (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.)
- ✓ Participate in a discussion using logical sequence of ideas, details, and facts. Use eye contact appropriate volume and speak clearly. (Unit One) (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.)

Language Standards (L)

- ✓ Demonstrate command of grammar knowledge with a focus on proper pronoun use. (Unit One) Correctly punctuate dialogue and correctly use participial phrases (Unit Three) (L.6.1. 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).*

Core Essentials Grade 6

- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*)
- ✓ Demonstrate knowledge of correct punctuation, capitalization, and spelling. (Unit One) Punctuate dialogue correctly and correctly use participial phrases (Unit Three) (L.6.2. 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.* (Unit Two)
 - Spell correctly.)
- ✓ Use correct sentence types and punctuation. (Unit Two) Combine sentences with similar ideas. (Unit Three) (L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.*)
- ✓ Organize essay using the Subject-by-Subject method. (Unit Two) (L.6.3.b. Maintain consistency in style and tone.*)
- ✓ Determine or clarify the meaning of a word using a resource. (Unit Two) Determine meaning of vocabulary using context clues. (Unit Three) (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.)
 - Use context clues to determine meaning. (Unit Three) (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.)
 - Identify and correct sentence fragments and run-on sentences. (Unit One) Know the meaning of the Latin root "rupt." (Unit Three) (L.6.4.B.Vary sentence patterns for meaning, reader/listener interest, and style.*)
 - Use a dictionary or thesaurus to determine or clarify the precise meaning of a word. (Unit One) (L.6.4.C.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).
- ✓ L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., personification) in context.

Core Essentials Grade 6

- Determine words using part-to-whole analogies. (Unit Three) (L.6.5.B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.)
 - Distinguish between the associations of words and word definitions. (Unit One) (L.6.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- ✓ Use roots and affixes as clues to the meaning of a word. (Unit One) (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.)

Core Essentials Grade 6

At the end of the **Second Trimester**, students in sixth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Students will know the characteristics of myths, legends, and tales. Students will use inferences made throughout the story to help determine the theme. (Unit Six) Infer the complete meanings of the poems. (Unit Five) RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Students will determine cultural values from the lessons conveyed in myths, legends, and tales. (Unit Six) 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.
- ✓ Students will determine themes and analyze what the themes show about the culture's values. (Unit Six) 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.
- ✓ Determine the meaning of figurative language in poetry. (Unit Five) Use word choice, sentence structure, imagery, and other literary device to determine author's style. (Unit Four) 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. (put standard number here)
- ✓ Determine the message the poem's refrain. Analyze how the elements of poetry affect the overall meaning of a poem. (Unit Five) 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.
- ✓ Infer the author's meaning by analyzing the author's poem. (Unit Five) RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.
- ✓ Compare and contrast the themes and events in "Tuesday of the Other June" and "The Primer". (Unit Four) 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.
- ✓ Students will determine themes and analyze what the themes show about the culture's values. (Unit Six) 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 Standards for Informational Text (RI)

- ✓ Create a summary essay of the article "Spider Webs." (Unit Six) Use support and evidence from the article "The Problem with Bullies" to create a summary. (Unit Four)

Core Essentials Grade 6

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Create two paragraph summaries of the feature article “The Problem with Bullies” and “The Jacket”. (Unit Four) 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.
 - ✓ Students will use their knowledge classification organizational pattern to find information in “Spider Webs.” (Unit Six) 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).
 - ✓ Determine the meaning of Gary Soto's figurative language from the story “The Jacket”. (Unit Four) RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - ✓ Determine main idea in the feature article “The Problem with Bullies”. (Unit Four) 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.
 - ✓ Students will use graphics in “Spider Webs” and “The Chenoo” to gather information. (Unit Six) 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.

Writing Standards (W)

- ✓ Create a summary of a scientific article and a “How-To” essay. (Unit Six) Create an online feature article written about an interest of the student. (Unit Five) Write a paragraph summary of the feature article “The Problem with Bullies”. Create a response detailing how Gary Soto has changed since sixth grade. Compose a literary analysis. (Unit Four) 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.
 - 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.
 - Establish and maintain a formal style.

Core Essentials Grade 6

- Provide a concluding statement or section that follows from the information or explanation presented.
- ✓ Write an argumentative speech or letter to Archne to persuade her to be less boastful. (Unit Six) Write two to three paragraphs describing how June might have felt at the end of the story. (Unit Four) W.6.3. 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 experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events. Write the skill here (put standard number here)
 - Write the skill here (put standard number here)
- ✓ Create a “How-To” essay. (Unit Six) Create an online feature article written about an interest of the student. (Unit Five) Write a literary analysis of a book or story. (Unit Four) 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.)
- ✓ Create a “How-To” essay using peer and teacher guidance. (Unit Six) Create an online feature article written about an interest of the student. (Unit Five) Develop a literary analysis. (Unit Four) 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.
- ✓ Create an online feature article written about an interest of the student. Update the feature article with new information. (Unit Five) 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.
- ✓ Gather information to create an online feature article. (Unit Five) 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.

Core Essentials Grade 6

- Write an analysis of a book or story that focuses examining the style, the theme, the setting, or the plot. (Unit Four) 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”).
- 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”).
- ✓ Create a “How-To” essay in a week time frame. (Unit Six) Use an extended amount of time to develop and revise a literary analysis. (Unit Four) 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 Standards (SL)

- ✓ Collaborate in groups, pairs, and in whole class discussions to complete unit activities. (Unit Six) (Unit Five) (Unit Four) 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.
 - 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.
 - Write the skill here (put standard number here)
- ✓ Students will be able to give and follow oral directions. (Unit Six) 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.
- ✓ Prepare and present a “How-To” speech. (Unit Six) Prepare a speech from student's literary analysis paper. (Unit Four) 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.
- ✓ Prepare and present a “How-To” speech with multimedia components. (Unit Six) Create an online feature article that includes visuals and/or audio. (Unit Five) SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Core Essentials Grade 6

- ✓ Prepare an oral response to literature. (Unit Four) SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (L)

- ✓ Demonstrate a command of conjunctions and transitions. (Unit Six) Learn about past, present, and future verb tenses, as well as how to fix run-on sentences. (Unit Four) L.6.1. 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).
 - (Unit Five) Recognize and correct inappropriate shifts in pronoun number and person.
 - (Unit Five) 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.*Write the skill here (put standard number here)
 - Write the skill here (put standard number here)
- ✓ Learn to use commas to separate adjectives and to appropriately edit a draft. Additionally, use commas to correct run-on sentences. (Unit Four) L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Appropriately use commas, dashes, and parentheses when adding extra information. (Unit Five) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - Spell correctly.
- ✓ L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Students will know the difference between simple and complex sentences. (Unit Six) Vary sentence patterns for meaning, reader/listener interest, and style.
 - Compose a "How To" essay and speech in order to teach peers how to complete a task. (Unit Six) Compose a literary analysis essay that has a focused audience and purpose. (Unit Four) Maintain consistency in style and tone.
- ✓ Students will evaluate their level of knowledge pertaining to a list of vocabulary words. Use context clues and reference resources to determine a words meaning.(Unit Six) L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and

Core Essentials Grade 6

phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- Learn vocabulary using context clues. (Unit Four) 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.
 - Determine an English word using a Greek or Latin affix. (Unit Six) Match English words with their Greek or Latin roots. (Unit Five) Learn the meaning of the suffix "pro". (Unit Four) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - Use story context to determine grammar. (Unit Four) 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).
- ✓ L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative speech while reading "Tuesday of the Other June". (Unit Four) 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*).
- ✓ Gather vocabulary knowledge by using context clues and other resources. (Unit Six) (Unit Five) 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.

Core Essentials Grade 6

At the end of the **Third Trimester**, students in sixth grade will demonstrate proficiency in the following skills.

Standards for Literature (RL)

- ✓ Choose appropriate media for particular purposes, while creating a documentary film. (Unit Seven) 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.

Reading Standards for Informational Text (RI)

- ✓ Synthesize ideas between texts. (Unit Seven) RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✓ Determine appropriate organizational pattern for expository text. Summarize expository text. (Unit Eight) 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.
- ✓ Identify the author's feelings towards the topic of the biography. Additionally, compare and contrast two characters, while identifying how the causes that makes the characters different. (Unit Seven) 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).
- ✓ Determining the meaning of persuasive techniques. (Unit Eight) Understanding beyond literal language meaning. (Unit Seven) RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- ✓ Summarize and synthesize expository texts. Determine purpose for reading and appropriate organizational pattern for expository text. (Unit Eight) Interpret and create procedural text. (Unit Seven) 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.
- ✓ Determine the author's point of view in persuasive text and the effect the point of view has on the text. (Unit Eight) Determine how author's point of view affects the presentation of information in biography, autobiography, memoir, and personal narrative. (Unit Seven) RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- ✓ Determine an argument's claim and important supporting details. Determine when faulty reasoning (appeals of association, emotional appeals, and loaded language) are being used. (Unit Eight) Know how graphic aids enhance text. Summarize and

Core Essentials Grade 6

synthesize expository texts. Determine appropriate organizational pattern for different types of expository medias. (Unit Eight) Use film clips, interviews, voice-overs, graphic aids and text to develop meaning of a topic. (Unit Seven) 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.

- ✓ Distinguish proper evidence and reasoning from faulty reasoning. (Unit Eight) 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.
- ✓ Understand the differences and similarities between autobiography and biography. Determine the value of an interview while watching a documentary. (Unit Seven) 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).

Writing Standards (W)

- ✓ Create a persuasive claim then support the claim using reasons and evidence. (Unit Eight) Write a short response describing Matthew Henson's contributions. (Unit Seven) W.6.1. 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.
- ✓ Create a well-developed research essay. (Unit Nine) Use the article "SuperCroc" to describe the physical characteristics of Supercroc or evaluate the article's information and writing quality. (Unit Eight) Write a short response describing Matthew Henson's contributions. Create a procedural text detailing how to finger spell the student's first name. (Unit Seven) 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.
 - 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.

Core Essentials Grade 6

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.
- ✓ Create a personal narrative essay. (Unit Seven) W.6.3. 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 experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.
- ✓ Create a well-developed research essay. (Unit Nine) Create a persuasive essay focused on one claim. (Unit Eight) Create a personal narrative essay. (Unit Seven) 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.)
- ✓ Conference with peers and the teacher to improve the research essay. (Unit Nine) Conference with peers and the teacher while creating a personal narrative essay and a persuasive essay. (Unit Seven) (Unit Eight) 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.
- ✓ Create a well-developed, typed research essay. (Unit Nine) Create a personal documentary. (Unit Seven) 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.
- ✓ Create a focused research question then conduct research in order to form a research essay. (Unit Nine) W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- ✓ Create a focused research question then conduct research in order to form a research essay. (Unit Nine) 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.

Core Essentials Grade 6

- ✓ W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 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”).
 - Evaluate and use proper sources to collect information for a research essay. (Unit Nine) 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”).
- ✓ Create a persuasive essay using quick writes and create a final product over multiple days. (Unit Eight) Create a personal documentary. (Unit Seven) 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 Standards (SL)

- ✓ Discuss organization and techniques in persuasive writing. Discuss reading and summarizing expository text. (Unit Eight) Hold discussions in different settings. (Unit Seven) 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.
 - 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.
- ✓ Evaluate and use proper sources to collect information for a research essay. (Unit Nine) 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.
- ✓ Include visuals with captions to help the reader better understand information in a research paper. (Unit Nine) Evaluate and analyze commercials. (Unit Eight) Create a video documentary. (Unit Seven) SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Core Essentials Grade 6

Language Standards (L)

- ✓ L.6.1. 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).*
 - Using realistic dialogue in narrative essays. (Unit Seven) 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 correct conventions, focusing on punctuating titles and sentence structure, when creating a research essay. (Unit Nine) Use correct conventions, focusing on punctuating quotations, when creating a persuasive essay. Use correct conventions, focusing on correct capitalization, when creating a short or extended response to "SuperCroc." (Unit Eight) Use correct conventions when creating short constructed response detailing Matthew Henson's contributions. (Unit Seven) L.6.2. 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.
- ✓ Vary sentence structure in order to create a focused research essay. (Unit Nine) Use appropriate transitions when writing a persuasive essay. (Unit Eight) L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Use commas to set off prepositional phrases. (Unit Seven) Vary sentence patterns for meaning, reader/listener interest, and style.
 - Stay focused on one claim when creating a persuasive essay. (Unit Eight) Maintain consistency in style and tone.
- ✓ Use etymology and affix knowledge to determine vocabulary word meanings. (Unit Eight) Determine vocabulary words using context and knowledge of prefixes. Additionally, learn idioms and their purpose. (Unit Seven) 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.
 - Use context clues in the articles to figure out scientific words. (Unit Eight) 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.

Core Essentials Grade 6

- Use etymology to help determine word meaning. (Unit Eight) 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).
- ✓ Learn part-to-whole analogies. (Unit Seven) L.6.5. 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, un wasteful, thrifty).
- ✓ Create a short response that uses two vocabulary words. Research word origins to better understand word meaning. (Unit Eight) Create a short constructed response detailing Matthew Henson's contributions. (Unit Seven) 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.

Core Essentials Grade 7

At the end of the **First Trimester**, students in seventh grade will demonstrate proficiency in the following skills:

Standards for Literature (RL)

- ✓ Identify stages of plot and analyze plot development **(Unit 1)**
 - RL.7.1.** Refer to several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **(Units 1, 2)**
- ✓ Analyze how setting shapes plot **(Unit 1)**
 - RL.7.1.** Refer to several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- ✓ Identify sequence in plot **(Unit 1)**
 - RL.7.1.** Refer to several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- ✓ Identify suspense and foreshadowing. **(Unit 1)**
 - RL.7.1.** Refer to several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- ✓ Identify and analyze visual and sound elements in film **(Unit 1)**
 - RL 7.7** Analyze the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- ✓ Analyze film techniques that establish plot and setting **(Unit 1)**
 - RL 7.7** Analyze the effects of techniques unique to each form (e.g., lighting, sound, color, or camera focus and angles in a film).
- ✓ Analyze how an author develops points of view in a text. **(Unit 2)**
 - RL.7.6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- ✓ Determine a theme, including multiple themes. **(Unit 3)**
 - RL.7.1.** Refer to 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 and analyze its development over the course of the text.
- ✓ Determine how setting influences theme. **(Unit 3)**
 - RL 7.2:** Determine a theme and analyze its development over the course 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).

Core Essentials Grade 7

Reading Standards for Informational Text (RI)

- ✓ Analyze an Argument (Unit 1)
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).
- ✓ Determine characteristics of a book excerpt and summarize. (Unit 2)
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.
- ✓ Identify Author's Purpose (Unit 3)
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.
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.
- ✓ Compare ideas in two selections about the same topic. (Unit 3)
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.

Writing Standards (W)

- ✓ Write a journal entry from the point of view of the main character about the events of the day. (Unit 1)
- ✓ Write a letter from one character to another. (Unit 2)

W3: 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 point of view 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 capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- ✓ Write an informative paper about the benefits of animal and robot pets based on a fiction and nonfiction text. (Unit 1)
 - ✓ Write a summary and an evaluation of a summary. (Unit 2)
 - ✓ Write a comparison of characters in a fictional work. (Unit 2)
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.

Core Essentials Grade 7

- 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.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to create unity 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.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- ✓ Write a scene from the story from another character's perspective. (Unit 1)

W3: 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 point of view 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 show sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- ✓ Write an argument about a particular literary element in a story. (Unit 1)
- W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Core Essentials Grade 7

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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.7.10. 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.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

✓ Create a persuasive podcast. **(Unit 1)**

- **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.

✓ Write a compare and contrast essay and paragraph. **(Unit 2, 3)**

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.

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create unity 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.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Core Essentials Grade 7

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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.

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.

- ✓ Write a dialogue between characters that picks up where the selection leaves off. **(Unit 3)**

W7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage 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.
- 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 capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

- ✓ Write a short story. **(Unit 3)**

W7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage 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.
- 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 capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

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.

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.

Core Essentials Grade 7

- ✓ Create a class blog. (Unit 3)
 - 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.

Speaking and Listening Standards (SL)

- ✓ Participate in a discussion about the stories, vocabulary and background knowledge. (Units 1, 2, 3)
 - SL 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.
 - 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.
 - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 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.
 - Acknowledge new information expressed by others and, when warranted, modify their own views.
- ✓ Create a persuasive podcast. (Unit 1)
 - SL 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with appropriate descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
 - SL 5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
 - SL 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- ✓ Participate in a panel discussion. (Unit 2)
 - SL 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 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 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.

Core Essentials Grade 7

SL 4: Present claims and findings, emphasizing prominent points in a focused, clear manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

- ✓ Create a class blog. **(Unit 3)**
 - **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 7.1c:** 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.

Language Standards (L)

- ✓ Use complete sentences. **(Unit 1)**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- ✓ Use the Latin root *uni-*, *pel-* **(Unit 1, 3)**

L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- ✓ Use correct punctuation. **(Unit 1)**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - 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.

 - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - Spell correctly.

Core Essentials Grade 7

- ✓ Use antonyms as context clues. **(Unit 1)**
 - L4a:** 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.
 - L5b:** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- ✓ Identify antecedents and maintain agreement. **(Unit 1)**
 - L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- ✓ Use Latin roots *viv-* and *vit-*. **(Unit 1)**
 - L4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- ✓ Identify and fix misplaced and dangling modifiers. **(Unit 1)**
 - L1c:** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- ✓ Use similes as context clues. **(Unit 2)**
 - **L4a:** 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.
 - **L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ✓ Use correct verb tense. **(Unit 2)**
 - L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- ✓ Use and understand academic vocabulary. **(Unit 2,3)**
 - **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.
- ✓ Use context clues to determine meanings of unfamiliar and multiple meaning words. **(Unit 2, 3)**
 - **L4a:** 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 appositive phrases correctly. **(Unit 2)**
 - **L1a:** Explain the function of phrases and clauses in general and their function in specific sentences.

Core Essentials Grade 7

- ✓ Be able to identify correct meaning of multiple meaning words. **(Unit 2)**
L4d: 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).
- ✓ Be able to use and punctuate quotations. **(Unit 2)**
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - Spell correctly.
- ✓ Be able to identify and use correct antecedents of pronouns. **(Unit 2)**
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- ✓ Punctuate dialogue correctly. **(Unit 3)**
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - Spell correctly.
- ✓ Understand the difference and usage of denotation and connotation. **(Unit 3)**
L5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
- ✓ Use a variety of sentences when writing. **(Unit 3)**
L1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Core Essentials Grade 7

Core Essentials Grade 7

At the end of the **Second Trimester**, students in seventh grade will demonstrate proficiency in the following skills:

Standards for Literature (RL)

- ✓ Identify and analyze mood and tone. **(Unit 4)**
 - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
 - 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.
- ✓ Identify and analyze elements of style, including word choice, sentence structure, imagery, and dialogue. **(Unit 4)**
 - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
 - 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.
- ✓ Determine the meaning of words, phrases as they are used in a text, including figurative and connotative meaning. **(Unit 4)**
 - RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
 - 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.
- ✓ Make inferences about text. **(Unit 4)**
 - 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.
- ✓ Identify characteristics of science fiction. **(Unit 4)**
 - 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.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- ✓ Identify and analyze style and structure in poetry. **(Unit 4)**
 - 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.

Core Essentials Grade 7

- ✓ Analyze a poem's form and structure, including free verse, lyric poetry, narrative poetry, ballads, and haiku. (Unit 5)
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- ✓ Determine the figurative and connotative meanings of words and phrases in a text. (Unit 5)
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.
- ✓ Analyze the interaction of elements such as rhyme, repetition, and alliteration. (Unit 5)
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.
- ✓ Make inferences and connect ideas between texts. (Unit 5)
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.
- ✓ Analyze the structure an author uses to organize text. (Unit 5)
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- ✓ Determine theme or central idea of text. (Unit 5)
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.
- ✓ Determine symbolism present in poems and analyze its use in the poem. (Unit 5)
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.
- ✓ Identify and analyze mood and figurative language in poetry. (Unit 5)
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.
- ✓ Understand characteristics of traditional stories. (Unit 6)
- ✓ Understand cultural values in traditional stories. (Unit 6)
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.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.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.
- ✓ Understand and identify characteristics of myths. (Unit 6)

Core Essentials Grade 7

- ✓ Learn how to ask questions to monitor comprehension. (Unit 6)
 - 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.7.10. 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.
- ✓ Understand and identify characteristics of an epic. (Unit 6)
- ✓ Learn to paraphrase lines from an epic. (Unit 6)
 - 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.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
 - RL.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.
- ✓ Understand and identify characteristics of legends. (Unit 6)
- ✓ Identify chronological order. (Unit 6)
 - 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.
 - 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.
 - RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Reading Standards for Informational Text (RI)

- ✓ Interpret poetry. (Unit 5)
 - 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.
- ✓ Analyze how a text is organized including how the ideas are developed. (Unit 5)
 - 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.
- ✓ Understand the characteristics of science article and connect it to poetry. (Unit 5)
 - 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.

Writing Standards (W)

- ✓ Write a short letter to the author stating an opinion. (Unit 4)
 - W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Core Essentials Grade 7

- 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.
- 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 capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

✓ Write a Literary Analysis. (Unit 4)

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.

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate 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.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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”).

Core Essentials Grade 7

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.

- ✓ Write an online feature article. **(Unit 5)**

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.

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate 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.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

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

W9a 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”).

- ✓ Update an Online Feature Article **(Unit 5)**

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.

- ✓ Conduct research to answer a question. **(Unit 6)**

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.

Core Essentials Grade 7

- ✓ Write a how-to explanation. (Unit 6)

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.

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate 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.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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 Standards (SL)

- ✓ Participate in discussions throughout the unit. (Unit 4)

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.

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

- ✓ Present a critique of a literary text. (Unit 4)

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.

Core Essentials Grade 7

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- ✓ Participate in a variety of discussions. **(Unit 5)**

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.

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

- ✓ Update an online feature article. **(Unit 5)**

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.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- ✓ Give and follow oral instructions. **(Unit 6)**

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 7.1c 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.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language Standards (L)

- ✓ Use Latin root *pend* - **(Unit 4)**

L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

- ✓ Use and understand academic vocabulary. **(Unit 4)**

Core Essentials Grade 7

- 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.
- ✓ Understand prepositions. (Unit 4)
 - L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
- ✓ Use comparatives correctly. (Unit 4)
 - L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
- ✓ Capitalize correctly. (Unit 4)
 - L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - Spell correctly.
- ✓ Use the active voice. (Unit 5)
 - L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Core Essentials Grade 7

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

✓ Understanding foreign words in English. **(Unit 5)**

L4c. 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.

✓ Be able to use academic vocabulary. **(Units 5 & 6)**

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.

✓ Avoid redundancy in writing. **(Unit 5)**

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

✓ Be able to use commas and coordinating adjectives. **(Unit 5)**

L2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

✓ Identify and define foreign words in English. **(Unit 6)**

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.

✓ Be able to use relationships between words to define vocabulary words. **(Unit 6)**

L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

✓ Be able to use proper grammar, capitalization, spelling, and punctuation in writing. **(Unit 6)**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Core Essentials Grade 7

Core Essentials Grade 7

At the end of the **Third Trimester**, students in seventh grade will demonstrate proficiency in the following skills:

Standards for Literature (RL)

- ✓ Understand the characteristics of biography and autobiography. **(Unit 7)**
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.
- ✓ Read and understand history-related writings. **(Unit 7)**
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.
- ✓ Be able to compare and contrast a fictional account of time, place, and character, and a historical account of same time period. **(Unit 7)**
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.
- ✓

Reading Standards for Informational Text (RI)

- ✓ Understand the characteristics of biography and autobiography. **(Unit 7)**
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.
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).
- ✓ Be able to analyze the text. **(Units 7 & 8)**
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.
- ✓ Understand the characteristics of a biography. **(Unit 7)**
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).
- ✓ Identify chronological order. **(Unit 7)**
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.
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.
- ✓ Understand the characteristics on a letter and be able to synthesize the ideas. **(Unit 7)**
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.

Core Essentials Grade 7

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).

- ✓ Be able to identify and understand author's purpose and theme in texts. **(Unit 7)**

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.7.6. 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.
- ✓ Be able to make inferences. **(Units 7 & 8)**

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.
- ✓ Compare and contrast two different types of texts about the same topic. **(Units 7 & 8)**

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.

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.
- ✓ Understand and analyze text features and graphic aids. **(Unit 8)**

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.

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.7.5. 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.
- ✓ Use organizational patterns in text to help identify the meaning of the text. **(Unit 8)**

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.

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.7.5. 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.
- ✓ Identify the type of evidence presented by the author in informational text. **(Unit 8)**

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.

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.
- ✓ Identify author's bias in nonfiction text. **(Unit 8)**

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.

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.
- ✓ Identify and analyze the cause-and-effect pattern in nonfiction text. **(Unit 8)**

Core Essentials Grade 7

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.

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.

- ✓ Be able to set a purpose for reading. **(Unit 8)**

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.

- ✓ Understand and be able to analyze newsworthiness of different media reports on a subject. **(Unit 8)**

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).

- ✓ Be able to follow and synthesize directions. **(Unit 8)**

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.7.10. 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.

- ✓ Understand what an argument is and what makes an argument. **(Unit 8)**
- ✓ Understand and analyze the various persuasive techniques and rhetorical fallacies used in nonfiction. **(Unit 8)**

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.7.8. 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.

- ✓ Identify and analyze the pieces of an argument in a nonfiction text. **(Unit 8)**

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.

- ✓ Evaluate the reasoning presented in an argument in a nonfiction text. **(Unit 8)**

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.

- ✓ Identify a counterargument and its support in a nonfiction text. **(Unit 8)**

- ✓ Be able to paraphrase nonfiction text. **(Unit 8)**

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.

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.7.10. 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.

- ✓ Identify analogies used to develop an argument in a policy speech. **(Unit 8)**

Core Essentials Grade 7

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.

- ✓ Identify the argument and support in a policy speech. **(Unit 8)**

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.

Writing Standards (W)

- ✓ Analyze and draw conclusions in writing. **(Unit 7)**

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.

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate 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.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

- ✓ Write a personal narrative. **(Unit 7)**

W.7.3. 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 point of view 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 capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

Core Essentials Grade 7

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

- ✓ Compare and contrast two pieces of nonfiction text on the same topic. **(Unit 8)**

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.

- 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.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

- ✓ Write arguments. **(Unit 8)**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- ✓ Write a persuasive essay. **(Unit 8)**

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

Core Essentials Grade 7

- ✓ Plan research paper using a variety of internet and print resources. (Unit 9)
 - 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.
 - 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.

- ✓ Conduct short research projects to practice using methods and resources. (Unit 9)
 - 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.
- ✓ Gather information from sources for research paper. (Unit 9)
 - 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.

- ✓ Write research paper. (Unit 9)
 - 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.
 - 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.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate 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.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.

 - 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.

 - 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").

- ✓ Create a Wiki using research paper. (Unit 9)

Core Essentials 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.

Speaking and Listening Standards (SL)

✓ Participate in a discussion. **(Unit 7)**

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.

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

✓ Conduct an interview. **(Unit 7)**

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.

- 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.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

✓ Analyze main ideas and supporting details presented in a news cast. **(Unit 8)**

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.

✓ Include visual displays in presentation. **(Unit 8)**

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

✓ Adapt written persuasive essay into a speech and present. **(Unit 8)**

Core Essentials Grade 7

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.

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.

- ✓ Learn to ask questions that require elaboration. **(Unit 9)**

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.

- ✓ Create a Wiki using research paper. **(Unit 9)**

SL 7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL 7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.

Language Standards (L)

- ✓ Understand words with Anglo-Saxon roots and affixes. **(Unit 7)**

L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

- ✓ Be able to use academic vocabulary. **(Units 7 & 8)**

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.

- ✓ Understand meaning of prefixes and the Latin root *vert*. **(Unit 8)**

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*).

- ✓ Understand idioms. **(Unit 8)**

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- ✓ Use commas after introductory words. **(Unit 8)**

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- ✓ Understand the Greek root *aut*. **(Unit 8)**

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*).

- ✓ Use colons correctly. **(Unit 8)**

Core Essentials Grade 7

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- ✓ Understand analogies. **(Unit 8)**

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- ✓ Use a variety of sentence types. **(Unit 9)**

L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- ✓ Use proper grammar, spelling, capitalization, and punctuation in research paper. **(Unit 9)**

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Core Essentials Grade 8

At the end of the **First Trimester**, students in eighth grade will demonstrate proficiency in the following skills:

Standards for Literature (RL)

- ✓ Study the various types of conflict within a story; Recognize character's feelings (Unit 1) Determine character motives (Unit 2) Set a purpose for reading (Unit 2) Critical Review (Unit 2) Setting and Mood (Unit 3) Recognize Science Fiction (Unit 3) Cite the textual evidence that supports inferences drawn from the text (RL 8.1)
- ✓ Setting and Mood (Unit 3) Recognize Science Fiction (Unit 3) 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 8.2)
- ✓ Stages of plot; Recognize subplots; Foreshadowing within the story (Unit 1) Determine the character traits and motivations of the characters (Unit 2) Determine character motives (Unit 2) 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 (RL 8.3)
- ✓ Use of suspense (Unit 1) Setting and Mood (Unit 3) Mood relating to setting (Unit 3) 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 8.4)
- ✓ Study sequence of the story including flashback (Unit 1) 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 8.5)
- ✓ Evaluate the narrator and his reliability (Unit 1) Determine the stories point of view (Unit 2) Identify type of narrator (Unit 3) 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 (RL 8.6)
- ✓ Review camera angles and music (Unit 1) Critical Review (Unit 2) 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 8.7)

Reading Standards for Informational Text (RI)

- ✓ Identify scope of the timeline (Unit 2) 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 8.1)
- ✓ Identify scope of the timeline (Unit 2) 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 (RI 8.9)

Core Essentials Grade 8

Writing Standards (W)

- ✓ Critical Review (Unit 2) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically (W 8.1a)
- ✓ Critical Review (Unit 2) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text (W 8.1b)
- ✓ Critical Review (Unit 2) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (W 8.1c)
- ✓ Critical Review (Unit 2) Establish and maintain a formal style (W 8.1d)
- ✓ Critical Review (Unit 2) Provide a concluding statement or section that follows from and supports the argument presented (W 8.1e)
- ✓ Create a newspaper article; Analyze characters' plan (Unit 1) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W 8.2)
- ✓ Write a dialogue between two characters in the story (Unit 1) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (W 8.2b)
- ✓ Write a paper using real life experiences (Unit 1) 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 8.3a)
- ✓ Add dialogue to a personal narrative (Unit 1) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (W 8.3b)
- ✓ Create flow within a personal narrative (Unit 1) 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 8.3c)
- ✓ Include descriptive language in personal narrative (Unit 1) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W 8.3d)
- ✓ Include lesson learned within closing of personal narrative (Unit 1) Provide a conclusion that follows from and reflects on the narrated experiences or events (W 8.3e)
- ✓ Personal narrative (Unit 1) Critical Review (Unit 2) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W 8.4)
- ✓ Peer edit personal narrative (Unit 1) Critical Review (Unit 2) 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 (W 8.5)

Core Essentials Grade 8

- ✓ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (W 8.10)
- ✓ Critical Review (Unit 2), Writing for assessment (Unit 3) Draw evidence from literary or informational texts to support analysis, reflection, and research (W 9a-literature, 9b-nonfiction)

Speaking and Listening Standards (SL)

- ✓ Discuss stories in small groups (Unit 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 (SL 8.1)
- ✓ Analyze and discuss visual aids (Unit 1) (Unit 2) (Unit 3) 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 8.2)
- ✓ Presenting an Oral Presentation (Unit 1) 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 8.4)
- ✓ Presenting an Oral Presentation (Unit 1) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL 8.6)

Language Standards (L)

- ✓ Avoid Sentence Fragments (Unit 1) Avoid Run-on Sentences (Unit 1) Use Progressive Form Correctly (Unit 1) Critical Review (Unit 2) Prepositional phrases in writing (Unit 3) Recognize misplaced modifiers (Unit 3) Write arguments to support claims with clear reasons and relevant evidence (L 8.1)
- ✓ Identify the mood of the sentence (Unit 2) Critical Review (Unit 2) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (L 8.1c)
- ✓ Avoid Run-On Sentences (Unit 1) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L 8.2)
- ✓ Avoid Sentence Fragments (Unit 1) Critical Review (Unit 2) Use knowledge of language and its conventions when writing, speaking, reading, or listening (L 8.3)
- ✓ Learn new vocabulary words related to story (Unit 1) (Unit 2)(Unit 3) 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 8.4)
- ✓ Use of prefixes fore- and mal- (Unit 2) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (L 8.4b)

Core Essentials Grade 8

- ✓ Homographs (Unit 3) 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 8.4c)
- ✓ Homographs (Unit 3) 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)(L8.4d)
- ✓ Analogies (Unit 2) Use the relationship between particular words to better understand each of the words (L 8.5b)
- ✓ Utilize academic vocabulary (Unit 1)(Unit 2)(Unit 3) 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 (L 8.6)

Core Essentials Grade 8

At the end of the **Second Trimester**, students in eighth grade will demonstrate proficiency in the following skills:

Standards for Literature (RL)

- ✓ Find the theme and symbol (Unit 4) Analyze the text (Unit 4) Make inferences while reading a poem (Unit 4) (Unit 5) Literary analysis (Unit 6) Study the various types of conflict within a story. 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 8.1)
- ✓ Universal Theme (Unit 4) Summarize – retelling the main idea (Unit 5) (Unit 6) 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 8.2)
- ✓ Punctuating quotations (Unit 5) Compound sentences (Unit 6) Use punctuation (comma, ellipsis, dash) to indicate a pause or break (L 8.2a)
- ✓ Punctuating quotations (Unit 5) Revising literary analysis (Unit 6) Use an ellipsis to indicate an omission (L 8.2b)
- ✓ Appreciating poetry (Unit 4) (Unit 5) Stanza (Unit 4) (Unit 5) Metaphor and simile (Unit 4) (Unit 5) Recognize sound devices used in poetry (Unit 4) (Unit 5) Paraphrase (Unit 5) Recognizing rhythm and meter (Unit 5) Word choice (Unit 6) Tone (Unit 6) Style in poetry (Unit 6) 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 8.4)
- ✓ Appreciating poetry (Unit 4), (Unit 5) Stanza (Unit 4) (Unit 5) Metaphor and simile (Unit 4) (Unit 5) Recognizing traditional forms in poetry (Unit 4) (Unit 5) Recognizing Narrative poetry (Unit 5) Recognizing rhyme scheme in poetry (Unit 4) (Unit 5) Paraphrase (Unit 5) Comparing style (Unit 6) Style in poetry (Unit 6) Literary analysis (Unit 6) 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 8.5)
- ✓ Appreciating poetry (Unit 4) 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 (RL 8.9)
- ✓ Literary analysis (Unit 6) Draw evidence from literary or informational texts to support analysis, reflection, and research (W 9a-literature, 9b-nonfiction)

Core Essentials Grade 8

Reading Standards for Informational Text (RI)

- ✓ Support inferences (Unit 6) 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 8.1)
- ✓ Connection among ideas (Unit 6) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (RI 8.3)
- ✓ Comparing tone (Unit 6) Monitoring reading (Unit 6) 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 8.4)

Writing Standards (W)

- ✓ Writing for assessment – Compare and contrast two works that share a similar theme. (Unit 4) Write arguments to support claims with clear reasons and relevant evidence (W 8.1)
- ✓ Create an Online Feature Article (Unit 5) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W 8.2)
- ✓ Create an Online Feature Article (Unit 5) Literary Analysis (Unit 6) 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 8.2a)
- ✓ Choose a topic (Unit 5) Choose a literary text (Unit 6) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (W 8.2b)
- ✓ Organization of ideas (Unit 5) Organize your response (Unit 6) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (W 8.2c)
- ✓ Correctly selected vocabulary (Unit 5) (Unit 6) Use precise language and domain-specific vocabulary to inform about or explain the topic (W 8.2d)
- ✓ Written in proper voice (Unit 5) (Unit 6) Establish and maintain a formal style. (W 8.2e)
- ✓ Conclusion – repeats controlling idea and explains significance of topic (Unit 5) (Unit 6) Provide a concluding statement or section that follows from and supports the information or explanation presented (W 8.2f)
- ✓ Write a short story. (Unit 4) (Unit 5) 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 8.3a)

Core Essentials Grade 8

- ✓ Write a short story using dialogue. (Unit 4) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (W 8.3b)
- ✓ Write a short story (Unit 4) 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 8.3c)
- ✓ Write a short story. (Unit 4) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W 8.3d)
- ✓ Write a short story (Unit 4) Provide a conclusion that follows from and reflects on the narrated experiences or events (W 8.3e)
- ✓ Write a short story using correct sequence (Unit 4) Online feature article written in proper sequence (Unit 5) Draft literary analysis (Unit 6) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W 8.4)
- ✓ Write a short story (Unit 4) Revise online feature article (Unit 5) Revise literary analysis (Unit 6) Sentence variety (Unit 6) 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 (W 8.5)
- ✓ Produce a video (Unit 4) Online Feature Article (Unit 5) 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 (W 8.6)
- ✓ Write a short story (Unit 4) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (W 8.10)
- ✓ Literary analysis (Unit 6) Draw evidence from literary or informational texts to support analysis, reflection, and research (W 9a-literature, 9b-nonfiction)

Speaking and Listening Standards (SL)

- ✓ Discuss stories in small groups (Unit 4) (Unit 5) 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 (SL 8.1)
- ✓ Question through peer edit (Unit 5) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (SL 8.1c)
- ✓ Analyze and discuss visual aids (Unit 6) 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 8.2)

Core Essentials Grade 8

- ✓ Publish online feature article (Unit 5) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (SL 8.5)
- ✓ Presenting an Online feature article (Unit 5) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL 8.6)

Language Standards (L)

- ✓ Form compound sentences (Unit 6) Pronouns and antecedents (Unit 6) Write arguments to support claims with clear reasons and relevant evidence (L 8.1)
- ✓ Verb voice (Unit 5) Form and use verbs in the active and passive voice (L 8.1b)
- ✓ Edit online feature article (Unit 5) Recognize and correct inappropriate shifts in verb voice and mood (L 8.1d)
- ✓ Punctuating quotations (Unit 5) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L 8.2)
- ✓ Punctuating quotations (Unit 5) Form compound sentences (Unit 6) Use punctuation (comma, ellipsis, dash) to indicate a pause or break (L 8.2a)
- ✓ Punctuating quotations (Unit 5) Use an ellipsis to indicate an omission. (L 8.2b)
- ✓ Suffix -ly (Unit 4) Add suffixes correctly (Unit 5) Spell correctly (L 8.2c)
- ✓ Form compound sentences (Unit 6) Sentence variety (Unit 6) Use knowledge of language and its conventions when writing, speaking, reading, or listening (L 8.3)
- ✓ Proper verb choice (Unit 5) 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) (L 8.3a)
- ✓ Learn new vocabulary words related to story (Unit 4) (Unit 5) (Unit 6) 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 8.4)
- ✓ Latin root *leg* (Unit 6) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (L 8.4b)
- ✓ Connotation (Unit 6) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute) (L 8.5c)
- ✓ Utilize academic vocabulary (Unit 4) (Unit 5) (Unit 6) Latin root *leg* (Unit 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 (L 8.6)

Core Essentials Grade 8

At the end of the **Third Trimester**, students in eighth grade will demonstrate proficiency in the following skills:

Standards for Literature (RL)

- ✓ Writer's background (Unit 7) Cultural context (Unit 7) Make inferences (Unit 7) Study the various types of conflict within a story. 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 8.1)
- ✓ Cultural context (Unit 7) Recognize Science Fiction (Unit 3) 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 8.2)
- ✓ Compare and contrast two characters (Unit 7) Determine the character traits and motivations of the characters. (Unit 2) Determine character motives (Unit 2) 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 (RL 8.3)
- ✓ Analyzing a poem (Unit 7) Stanza (Unit 4) Metaphor and simile (Unit 4) Recognize sound devices used in poetry (Unit 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 8.4)
- ✓ Appreciating poetry (Unit 4) Stanza (Unit 4) Metaphor and simile (Unit 4) Recognizing traditional forms in poetry (Unit 4) Recognizing rhyme scheme in poetry (Unit 4) 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 8.5)
- ✓ Evaluate the narrator and his reliability (Unit 1) Determine the stories point of view (Unit 2) Identify type of narrator (Unit 3) 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 (RL 8.6)
- ✓ Review camera angles and music (Unit 1) Critical Review (Unit 2) 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 8.7)

Reading Standards for Informational Text (RI)

- ✓ The argument of a persuasive text (Unit 9) Set a purpose for reading (Unit 9) Research paper (Unit 10) 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 8.1)
- ✓ Using text features (Unit 8) Summarize (Unit 8) Main idea (Unit 8) Organization of ideas (Unit 8) Determine a central idea of a text and analyze its development over the

Core Essentials Grade 8

course of the text, including its relationship to supporting ideas; provide an objective summary of the text (RI 8.2)

- ✓ Using text features (Unit 8) Persuasion (Unit 9) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (RI 8.3)
- ✓ Technical directions (Unit 8) Persuasion (Unit 9) Analyze rhetoric and reasoning (Unit 9) 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 8.4)
- ✓ Using text features (Unit 8) Organization of ideas (Unit 8) Technical directions (Unit 8) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept (RI 8.5)
- ✓ Persuasive techniques of a persuasive text (Unit 9) Argument (Unit 9) 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 (RI 8.6)
- ✓ Sources in the news (Unit 8) Movie Ad campaign (Unit 9) 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 8.7)
- ✓ Analyze the text of a persuasive text (Unit 9) Argument (Unit 9) Analyze rhetoric and reasoning (Unit 9) Text analysis (Unit 9) 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 8.8)
- ✓ Argument (Unit 9) Set a purpose for reading (Unit 9) Text analysis (Unit 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 (RI 8.9)

Writing Standards (W)

- ✓ Writing for assessment – Compare and contrast two works that share a similar persuasive format (Unit 9) Persuasive essay (Unit 9) Write arguments to support claims with clear reasons and relevant evidence (W 8.1)
- ✓ Persuasive essay (Unit 9) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically (W 8.1a)
- ✓ Persuasive essay (Unit 9) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text (W 8.1b)
- ✓ Persuasive essay (Unit 9) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence (W 8.1c)
- ✓ Persuasive essay (Unit 9) Establish and maintain a formal style (W 8.1d)

Core Essentials Grade 8

- ✓ Persuasive essay (Unit 9) Provide a concluding statement or section that follows from and supports the argument presented (W 8.1e)
- ✓ Create a plan for community relationship (Unit 7) Cause and Effect Essay (Unit 7) Create a Procedural Text (Unit 8) Writing for assessment – Compare and contrast two works that share a similar persuasive format (Unit 9) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W 8.2)
- ✓ Cause and Effect Essay (Unit 7) Create a Procedural Text (Unit 8) Research paper (Unit 10) 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 8.2a)
- ✓ Choose a topic (Unit 7) (Unit 8) (Unit 9) (Unit 10) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (W 8.2b)
- ✓ Organization of ideas (Unit 7) (Unit 8) (Unit 9) (Unit 10) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (W 8.2c)
- ✓ Correctly selected vocabulary (Unit 7) (Unit 8) (Unit 9) (Unit 10) Use precise language and domain-specific vocabulary to inform about or explain the topic (W 8.2d)
- ✓ Written in proper voice (Unit 7) (Unit 8) (Unit 9) (Unit 10) Establish and maintain a formal style (W 8.2e)
- ✓ Conclusion – repeats controlling idea and explains significance of topic (Unit 7) (Unit 8) (Unit 9) (Unit 10) Writing for assessment – Compare and contrast two works that share a similar persuasive format (Unit 9) Provide a concluding statement or section that follows from and supports the information or explanation presented (W 8.2f)
- ✓ Write a short story (Unit 4) 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 8.3a)
- ✓ Write a short story using dialogue (Unit 4) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (W 8.3b)
- ✓ Write a short story (Unit 4) 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 8.3c)
- ✓ Write a short story (Unit 4) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W 8.3d)
- ✓ Write a short story (Unit 4) Provide a conclusion that follows from and reflects on the narrated experiences or events (W 8.3e)
- ✓ Cause and Effect Essay using correct sequence (Unit 7) Write a procedural text using correct sequence (Unit 8) Research paper (Unit 10) Produce clear and coherent

Core Essentials Grade 8

writing in which the development, organization, and style are appropriate to task, purpose, and audience (W 8.4)

- ✓ Cause and Effect Essay (Unit 7) Revise procedural text (Unit 8) Persuasive essay (Unit 9) Research paper (Unit 10) 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 (W 8.5)
- ✓ Produce a power presentation (Unit 7) Presenting and responding to an instructional speech (Unit 8) 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 (W 8.6)
- ✓ Cause and Effect Essay (Unit 7) Research paper (Unit 10) 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 8.7)
- ✓ Research paper (Unit 10) 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 8.8)
- ✓ Cause and Effect Essay (Unit 7) Evaluate graphics (Unit 8) Evaluate procedural text (Unit 8) Persuasive essay (Unit 9) Research paper (Unit 10) Draw evidence from literary or informational texts to support analysis, reflection, and research (W 9a-literature, 9b-nonfiction)
- ✓ Cause and Effect Essay (Unit 7) Write a procedural text (Unit 8) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (W 8.10)

Speaking and Listening Standards (SL)

- ✓ Discuss stories in small groups (Unit 4) (Unit 5) 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 (SL 8.1)
- ✓ Evaluate source (Unit 8) Presenting and responding to an instructional speech (Unit 8) 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 8.1a)
- ✓ Presenting and responding to an instructional speech (Unit 8) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (SL 8.1c)

Core Essentials Grade 8

- ✓ Evaluate source (Unit 8) Organization (Unit 8) Movie Ad campaign (Unit 9) 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 8.2)
- ✓ Speech (Unit 9) Persuasive speech (Unit 9) 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 (SL 8.3)
- ✓ Presenting a power presentation (Unit 7) Presenting and responding to an instructional speech (Unit 8) Persuasive speech (Unit 9) Giving and listening to an informative speech (Unit 10) 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 8.4)
- ✓ Presenting a power presentation (Unit 7) Organization (Unit 8) Presenting and responding to an instructional speech (Unit 8) Movie Ad campaign (Unit 9) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (SL 8.5)
- ✓ Presenting a power presentation (Unit 7) Presenting and responding to an instructional speech (Unit 8) Persuasive speech (Unit 9) Giving and listening to an informative speech (Unit 10) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL 8.6)

Language Standards (L)

- ✓ Clauses (Unit 7) Appositive phrases (Unit 7) Create a procedural text (Unit 8) Correcting run-on sentences (Unit 9) Placing modifiers (Unit 9) Write arguments to support claims with clear reasons and relevant evidence (L 8.1)
- ✓ Using gerunds and infinitives (Unit 8) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences (L 8.1a)
- ✓ Identify the mood of the sentence (Unit 2) Critical Review (Unit 2) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (L 8.1c)
- ✓ Colons (Unit 7) (Unit 8) Using adjectival clauses (Unit 8) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L 8.2)
- ✓ Revise (Unit 8) Spell correctly (L 8.2c)
- ✓ Clauses (Unit 7) Complex sentences (Unit 7) Persuasive speech (Unit 9) Research paper (Unit 10) Use knowledge of language and its conventions when writing, speaking, reading, or listening (L 8.3)
- ✓ Learn new vocabulary words related to story (Unit 7) (Unit 8) (Unit 9) 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 8.4)

Core Essentials Grade 8

- ✓ Context clues (Unit 8) 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 8.4a)
- ✓ Latin root *pend* (Unit 8) Greek Root *exo* (Unit 9) Latin word *gressus* (Unit 9) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (L 8.4b)
- ✓ Reference aids (Unit 7) Using the dictionary (Unit 9) 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 8.4c)
- ✓ Using the dictionary (Unit 9) 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 8.4d)
- ✓ Analogies (Unit 7) Use the relationship between particular words to better understand each of the words (L 8.5b)
- ✓ Utilize academic vocabulary (Unit 7)(Unit 8)(Unit 9) 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 (L 8.6)

Kindergarten Core Vocabulary

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
blend	adjective	author
caption	animal fantasy	cause
character	compare	classic fable
classify and categorize	contrast	draw conclusions
directions	description	effect
draft	fairy tale	groups
drama	informational text	historical fiction
edit	label	meaningful word
expository text	list	none
fable	lullaby	opposites
fantasy	main idea	persuasive statement
folk tale	notes	science experiment
instructions	noun for more than one	sentences
invitation	nursery rhyme	summary
lowercase	plot	verb for the future
name	proper noun	verbs that add -s
noun	realism	
ordinal numbers		
poem		
predict		
recipe		
retell		
revise		
rhyme		
rhythm		
sequence		
shapes		
signs		
syllables		
uppercase		
verb		

Kindergarten Core Vocabulary

<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
action part capital letter complete sentence compound word consonant blend expository text illustrator informal letter naming part number word numeral pronoun telling sentence	conclusion formal letter how-to report literature preposition question question mark	book report exclamation exclamation mark expository nonfiction fact limerick location opinion prediction prepositional phrase realistic fiction song

First Grade Core Vocabulary

<u>Review Unit</u>	<u>Unit 1</u>	<u>Unit 2</u>
Author	Alphabetize	Apostrophe
Blend	Chart	Autobiography
Character	Declarative sentence	Biography
Directions	Details	Cause and effect
Fantasy	Event	Contraction
Folk tale	Key words	Inferring
Illustrator	Literary nonfiction	Nonfiction
Map	Main idea	Periodical
Map key	Moral	Proper noun
Nouns (for people, animals, and things)	Personal narrative	Purpose
Onset	Phonics	Sequence
Order	Plot	Sort
Phoneme	Poem	Table of contents
Predict	Setting	Text features
Preview		
Realistic fiction		
Rhyming words		
Rime		
Segment		
Sentence		
Sign		
Symbol		
Title		
Title page		

First Grade Core Vocabulary

<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>
Alliteration	Alphabetical order	Advertisement
Animal fantasy	Cause	Auto-biography
Background knowledge	Chart/table	Caption
Classify and categorize	Closing	Conclusion
Compound word	Conventions	Encyclopedia
Context clues	Definition	Expository text
Contraction	Details	Facts
Cursor	Effect	Fantasy
Descriptive words	E-mail	Heading
Diagram	Greeting	Homonym
Dictionary	Homophone	Informational fiction
Draw conclusions	Important ideas	Key word
Fact	Invitation	Language
Fairy tale	Media	Literary non-fiction
File	Narrator	Main idea
File name	Photo essay	Nonfiction
Future verb	Procedural text	Predict
Glossary	Recipe	Pronoun
Hard drive	Source	Questions
How-to article	Suffix	Rearranging words
Inferring	Theme	Reference book
Keyboard	Time/order words	Solution
Monitor	Typing	Survey
Monitor and clarify	Viewpoint	Text structure
Mouse	Vowel	Topic
Opinion		
Past verb		
Picture graph		
Research		
Rhythm		
Synonym		
Visualize		

Second Grade Core Vocabulary

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Alphabetize	Author's purpose	Action verb
Author's purpose	Background knowledge	Adjective
Chapter	Cause	Antonyms
Character	Chapter	Author's purpose
Compare	Clue words	Autobiography
Contrast	Compare and contrast	Biography
Declarative sentence	Conflict	Cause
Details	Context	Chronological order
Dictionary	Contraction	Comparative ending
Drama	Details	Compare
Encyclopedia	Dialogue	Contrast
Expository text	Dictionary	Draw conclusions
Important ideas	Drama	Effect
Inflected ending	Effect	Fable
Interrogative sentence	Encyclopedia	Fantasy
Keyword	Expository text	Fiction
Legend	Fable	Historical fiction
Main idea	Fact	Index
Map	Folk tale	Interview
Online reference sources	Glossary	Italics
Onomatopoeia	Guide words	Keyword
Paragraph	Heading	Links
Plot	Home page	Magazine
Poetry	Homophones	Moral
Predict	Idiom	Newspaper
Procedural text	Inferring	Nonfiction
Proofread	Internet	Opinion
Realistic fiction	Main idea	Picture graph
Reference source	Moral	Plot
Repetition	Narrative nonfiction	Predict
Revise	Note	Prefix
Rhyme	Noun	Questioning
Rhythm	Online	Repetition
Sequence	Opinion	Rhyme
Set purpose	Plural noun	Rhythm
Setting	Poetry	Search engine
Source	Possessive noun	Sequence
Story structure	Singular noun	Set purpose
Subject	Source	Setting
Symbol	Story structure	Source
Synonym	Summarize	Statement of fact
Table of contents	Text structure	Statement of opinion
Text structure	Theme	Subject-verb agreement
Theme	Timeline	Summarize
Title page	Topic	Synonyms
Topic	Unfamiliar	Theme
Website	Verse	Verb
		Voice

Second Grade Core Vocabulary

<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
(read with) Expression	(read with) Expression	Abbreviation
Adjective	Animal fantasy	Alliteration
Adverb	Apostrophe	Author's message
Articles	Bar graph	Author's purpose
Background knowledge	Category	Characters
Character	Cause	Chart
Connecting word	Classify and categorize	Clarify
Descriptive text	Compound word	Comma
Details	Contraction	Compare
Diagram	Details	Compound sentence
Draw conclusions	Dialogue	Contrast
e-mail	Drama	Details
Exaggeration	Effect	Dialogue
Expository nonfiction	Expository text	Draw conclusions
Expository text	Facts	Expository text
Fable	Foreshadowing	Expression
Fact	Free verse	Fact
Foreshadowing	Graphic sources	Foreshadowing
Friendly letter	Humorous fiction	Globe
Important idea	Important ideas	Graphic sources
Legend	Infer	Inflected endings
Main idea	Internet	Informational text
Metaphor	Journal	Interview
Monitor and clarify	Links	Invitation
Moral	Literary nonfiction	Main idea
Myth	Magazine article	Monitor
Narrative	Narrative nonfiction	Myth
Opinion	Nonfiction	Persuade
Personification	Noun	Poem
Persuade	Online directory	Poetry
Phrase	Online source	Predict
Plot	Opinion	Prefix
Poem	Plot	Preposition
Poetry	Poem	Punctuation
Rhyme	Poetry	Questioning
Rhythm	Procedural text	Quotation marks
Sequence	Pronoun	Schedule
Setting	Realistic fiction	Sequence
Source	Repetition	Setting
Story problem	Setting	Simple sentence
Supporting detail	Source	Source
Tall tale	Stage directions	Suffix
Thank-you note	Story structure	Summarize
Theme	Suffix	Text structure
Thesaurus	Table	Time-order transition
Visualize	Theme	words
Voice	Visualize	Topic
Vowel digraph		

Third Grade Core Vocabulary

<u>Unit One</u>	<u>Unit Two</u>	<u>Unit Three</u>
Character	Monitor and Clarify	Contraction
Setting	Main Idea and Details	Important Ideas
Theme	Context Clues	Brainstorm
Background Knowledge	Synonym	Action Verbs
Simple Sentence	Figurative Language	Homophones
Homonyms	Speech	Plot
Nonfiction	Expression	Inferring
Paraphrase	Regular Plural Noun	Myth
Sequence	Plural Nouns	Summary
Summarize	Singular Nouns	Glossary
Word Structure	Fairy Tale	Thesaurus
Visualize	Unfamiliar Word	Graphic Sources
Declarative Sentence	E-Mail	Illustrations
Exaggeration	Draw Conclusions	Investigate
Tall Tale	Questioning	Subject-Verb Agreement
Dictionary	Numerals	Greeting
Unknown Words	Persuasive Text	Simile
Command	Presentation	Metaphor
Sensory Details	Possessive Nouns	Almanac
Multiple-Meaning Word	Friendly Letter	Generalization
Definition	Predict and Set Purpose	Rate
Author'S Purpose	Antonym	Past Tense Verbs
Story Structure	Media	News Article
Simile	Text Structure	Resolution
Prefix	Nonfiction	Irregular Verbs
Suffix	Directions	Rhyme
Keyboarding	Paragraph	
	Organization	
	Source	

Third Grade Core Vocabulary

<u>Unit Four</u>	<u>Unit Five</u>	<u>Unit Six</u>
Presentation	Adjective	Textbook
Pronoun	Letter To The Editor	Capitalization
Text Features	Fiction	Proper Noun
Time Line	Supporting Details	Chronological Order
R-Controlled Vowel	Newsletter	Announcement
Graph	Comparative Adjective	Phrasing
Author'S Craft	Superlative Adjective	Abbreviation
Punctuation	First Person	Period
Fact	Third Person	Letter Spacing
Opinion	Adverb	Limerick
Biography	Free Verse	Metaphor
Possessive Pronoun	Mood	Accuracy
Idiom	Rising Action	Chart
Problem and Solution	Atlas	Palindrome
Contraction	Comparative Adverbs	Pull-Down Menu
Word Choice	Superlative Adverbs	Comma
Subhead	Invitation	Closing
Syllable	Narration	Word Spacing
Transition Words	Advertisement	Dialogue
Outline	Interview	Imagery
Preposition	Conjunction	Journal
Prepositional Phrase	Conflict	Quotation
Transitional Word		Quotation Marks
Folk Tale		Parentheses
		Foreshadowing

Fourth Grade Core Vocabulary

<u>Unit One</u>	<u>Unit Two</u>	<u>Unit Three</u>
Sequence	Cause and Effect	Graphic Sources
Summarize	Common Noun	Important Ideas
Expression	Proper Noun	Narrative Poems
Point of View	Dialogue	Formal Language
Sensory Images	Narration	Informal Language
Historical Fiction	Rhythm	Text Structure
Skim	Rhyme	Context Clues
Scan	Alliteration	Invitations
Biography	Onomatopoeia	Flashback
Background Knowledge	Simile	Generalize
Letter Slant	Metaphor	Visualize
Foreshadowing	Dictionary	Subject-Verb Agreement
Advertisements	Glossary	Myth
Author's Purpose	Newspaper Section	Climax
Dialect	Free Verse	Web Site
Guide Words	Fact	Formal Letters
Tone	Opinion	Personification
Time-Order Transition	Graphic Organizers	Irregular Verbs
Words	Consonant Digraphs	Legibility: Letter Size
Voice	Singular Possessive Noun	Photo Essay
Newsletter	Dialogue	Sentence
Topic Sentence	Narration	Compare and Contrast
Personal Narrative	Details	Essay
	Inferring	
	Plural Possessive Nouns	
	Humor	
	Topic Sentence	
	Concluding Sentence	
	Timeline	
	Podcast	
	Lead Paragraph	
	Interview	
	Quotation	
	Active and Passive Verbs	
	Expository Composition	

Fourth Grade Core Vocabulary

<u>Unit Four</u>	<u>Unit Five</u>	<u>Unit Six</u>
Compare	Explicit Purpose	Schwa
Contrast	Implicit Purpose	Conjunctions
Singular Pronoun	Adjectives	Mood
Plural Pronoun	Articles	Notes
Songs	Multisyllabic Words	Capitalization
Refrain	Journal Entry	Chronological Order
Word Choice	Adverbs	Abbreviations
Interview	Double Consonants	Draft
Pronouns	Legends	Introductory Words
Antecedents	Personal Essay	Autobiography
Instructions	Radio Announcement	Punctuation Cues
Transitions	Theme	Quotations
Appropriate Phrasing	Comparative Adjectives	Quotation Marks
Possessive Pronoun	Superlative Adjectives	Actor
Thesaurus	Imagery	Persuasive Essay
Plot	Flyer	Wordiness
Conflict	Brochure	Titles
Resolution	Prepositions	Text Features
Short Story	Prepositional Phrases	Silent Consonants
Mystery	Word Origin	Blog
Setting	Rating	Post
Characterization	E-Pen Pal	Tag
Description	Anecdote	Research Report
Story	Greeting	
	Closing	
	Sentence Fragment	
	Persuasive Essay	

Fifth Grade Core Vocabulary

<u>Unit One</u>	<u>Unit Two</u>	<u>Unit Three</u>
Plot	Compare and Contrast	Persuasive Text
Character	Visualize	Product Review
Monitor and Clarify	Realistic Fiction	Rising Action
Homograph	Legend	Tone Of Voice
Context Clues	Imagery	Verb Tenses
How-To Text	Irregular Plural Nouns	Schwa
Homonym	Sequence	Main Idea and Details
Cause and Effect	Dictionary/Glossary	Greek and Latin Roots
Summarize	Literary Nonfiction	Historical Fiction
Tall Tale	Foreshadowing	Tone
Expository Text	Voice	Rate
Hyperbole	Possessive Nouns	Problem and Solution
Inferring	Word Structure	Predict and Set Purpose
Theme	Folk Tale	Interview
Setting	Symbolism	Flashback
Procedural Text	Linking Verbs	Sound Reasoning
Novel	Alliteration	Morpheme
Invitation	Onomatopoeia	Schedule
Fact and Opinion	Author's Purpose	Rhyme
Antonym	Point Of View	Card Catalog
Questioning	Origin Myth	Elaboration
Biography	Personal Narrative	Troublesome Verbs
Idiom	Helping Verbs	Description/Definition
Complex Sentences	Appropriate Phrasing	Precise Word
Multiple-Meaning Words	Background Knowledge	Prefix
Text Structure	Endings	Graphic Sources
Sensory Details	Drama	Important Ideas
Text Features	Poetry	Headings
Maps	Rhythm	Prepositional Phrases
Proper Nouns	Subject-Verb Agreement	Transitional Words

Fifth Grade Core Vocabulary

<u>Unit Four</u>	<u>Unit Five</u>	<u>Unit Six</u>
Draw Conclusions	Humor	Modifiers
Subject Pronoun	Contractions	Writer's Personality
Object Pronoun	Negatives	Directions
Fiction	Rhythm	Cause and Effect
Punctuation Cues	Volume	Journal Entry
Instruction Manual	Multisyllabic Words	Letter Size
Generalize	Photographs	Word Choice
Essay	Captions	Coordinating
Climax	Adjective	Conjunctions
Antecedent	Article	Subordinating
Friendly Letter	Jargon	Conjunctions
Compound Sentence	Emotion	Paraphrase
Synonym	Demonstrative Pronouns	Syllable
Figurative Language	Quotations	Time Line
Metaphor	Accuracy	Myth
Possessive Pronoun	Reader' Guide to	Parody
Formal Letter	Periodical Literature	Climax
Conventions	Spacing	Commas in a Series
Brochure	Online Dictionary	Appositives
Conflict and Resolution	Comparative Adjectives	Rhythmic Patterns of
Reflexive Pronoun	Superlative Adjectives	Language
Dialogue	Scale Drawing Audience	Illustrations
Indefinite Pronoun	Audience	Critique
Story Structure	Purpose	Paragraphing
Suffix	Letter Slant	Related Words
Autobiography	Adverb	Word Families
Simile	Outline	Atlas
Bold Text	Summary	Afterward
Graph	Focus	Colon
Voice	Smoothness	Semicolon
	Sensory Details	Hyphen
		Topic Sentence
		Expression

Grade 6 Essential Vocabulary

Holt McDougal Curriculum

UNIT	Tier 2 Academic Vocabulary	Tier 2 & 3 Basic Vocabulary
1	affect, analyze, evidence, impact, provide, synthesize	narrative, relentless, prop, smirk apparatus, resilient, slacken, immense, savor, tumultuously successor, pauper, affliction, sane, recollection, imposter
2	convey, create, influence, interact, qualities	alley, except, invisible, raggedy condition, diagnosis, stroke, setback impressionable, intensity, resounding, profound
3	attitude, communicate, context, illustrate, implicit	agonize, corrupt, dislodge, emerge, ponder congeal, khaki, retrieve, discard, retort, simultaneously
4	aspect, distinctive, interpret, perceive, sensory	daze, torment, emerald, devoted, rigid, dazzling profile, propeller, shrivel, vicious
5	associations, insight, specific, device, reaction	brawny, repose, sinewy blunder, cackle, dreary, lectern
7	achieve, appreciate, characteristics, conclude, obvious	<i>Novel studies - vocabulary varies depending on book read</i>
8	adequacy, authority, concept, purpose, structural	expert, extinct, fossil, species, predator ancestor, archaeological, barbarian, dedicate, disintegrate, excavation, immortality, preservation, reconstruction, surpass

Grade 7 Essential Vocabulary

Holt McDougal Curriculum

UNIT	Tier 2 Academic Vocabulary	Tier 2 & 3 Basic Vocabulary
1	contemporary, influence, element, structure, identify	quiver, linger, portly, ferocity, sheepishly, unison copious, disembodied, evasive, foray, foresighted, languish, posterity, reproof valiant, revive, cunningly, cower, gait, fledgling, consolation, singe
2	analyze, react, aware, respond, develop	grimace, intricate, disciplinarian, gaunt, jauntily, wincing, chafe, contour, somber, exuberantly agile, despair, dismay, eavesdrop, falsify, vile saunter, balk, genially, virtuous, compulsory, elusive, rehabilitate, eminent, unperceived, retribution
3	clause, symbol, context, theme, cultural	barrage, devastating, pensively, torrent, perpetual, unbridled, dispel, bedlam, flail, clarity aroma, masterpiece, trance, beckon, inscription contemplate, inevitably, preoccupied, retort, threshold, urgency
4	communicate, interpret, describe, style, illustrate	convivial, dwindle, flimsy, forlorn, muse, pendulum, recede, subtly
5	encounter, tradition, integrity, vary, specific	<i>Varies - Individual Poetry Projects</i>
7	demonstrate, link, goal, undertake, impact	<i>Novel studies - vocabulary varies depending on book read</i>
8	area, objective, domain, resolve, hypothesis	aquatic, ecosystem, decimate, carcass, diffuse, buoyancy artisan, bacterium, chronicle, cope, disarray, hierarchy, rampage, recurrence compensation, brevity, dissenter, entitlement, appalling, voracious amenable, exhilarating, tantalizing, automated, proponent, rationality

Grade 8 Essential Vocabulary

Holt McDougal Curriculum

UNIT	Tier 2 Academic Vocabulary	Tier 2 & 3 Basic Vocabulary
1	affect, conclude, evident, imply, initial	relay, prodigy, sidekick, liable, crouch, clutch collaborate, commend, comply, diatribe, impudent, proposition, provisions, ransom dingy, minuscule, propriety, turmoil, vileness, aberration acute, audacity, conceive, crevice, derision, hypocritical, stealthily, stifled, vehemently, vex
2	appropriate, motive, assess, role, intelligence	ajar, tremor, ominous, commence, gnarled, tentatively adversary, benefactor, concession, foresight, impart, malodorous, ponder, pungent, retort, tactic authentic, commotion, conspiracy, descendant, sheepishly, unseemly
3	circumstance, rely, emerge, technology, predominant	conviction, insolent, regain, diminish, opposition, inertia compensation, credulity, fate, grimace, peril, resignation compel, disconcert, intermittently, lavishly, menace, vigilantly
4	comment, perspective, community, technique, criteria	adorn, restrain, subtle, ensnare arrogant, bewilderment, deceive, haughtily
5	attitude, mental, create, style, emphasis	<i>No specific vocabulary for poems</i>
6	achieve, strategy, income, trend, individual	anguished, aspire, assert, conventional, devious, impartial, progressiveness, subordinate, waver array, conspicuous, contrive, legitimate, livelihood, rigid, sensational, tolerable, yield
7	contribute, perceive, culture, similar, interpret	<i>Novel studies - vocabulary varies depending on book read</i>
8	challenge, method, design, communicate, job	perseverance, engaging, potential, rendition appendage, contaminate, infectious, keener, mobility, infection, pervasive, rehabilitation, serendipitous
9	accurate, convince, bias, logic, contrast	counterpart, deprivation, exotic, exploit, futility, languish, propaganda, sterile impropriety, adequately, eliminate, aggression, ban disparity, entitled, prosperity, sham, grievous, fraud

Medinah Primary School

LITERATURE

2012-13

KINDERGARTEN - Read Aloud books only

FIRST GRADE - Read Aloud Books only

SECOND GRADE - Frog and Toad Are Friends by Arnold Lobel
- The Long Way to a New Land by Joan Sandin
- Amelia Bedelia by Peggy Parish

Medinah Intermediate School Core Novel/Book List

3 rd Grade Core	3 rd Grade RAL	4 th Grade Core	4 th Grade RAL	5 th Grade Core	5 th Grade RAL	TAPE
Chocolate Touch	(Varies Each Year)	Stone Fox	Shiloh	Island of the Blue Dolphins (V)	Sadako and the Thousand Paper Cranes	3rd Grade
Third Grade Angels	Frindle	Tales of a Fourth Grade Nothing	Shiloh Season	The Great Gilly Hopkins (S)	The Invention of Hugo Cabret	Night of the Twisters
	Nate Flood	Number the Stars	Saving Shiloh	Chasing Vermeer (T)	Al Capone Does my Shorts	White Giraffe
		Hoot	Gregor the Overlander	Hatchet	Mrs. Frisby and the Rats of Nimb (V)	Honus and Me
		Bud, Not Buddy	Percy Jackson	Sign of the Beaver		How to Steal a Dog
		Champ	Sideways Stories from Wayside School	Holes		Because of Winn Dixie
		Indian in the Cupboard	Chained	Night of the Twisters		4th Grade
		St. Louis Armstrong Beach	Escaping the Giant Wave	Knee Knock Rise		Watson's Go to Birmingham 1963
		Tiger Rising		Esperanza Rising		Locomotion
		Lemonade Wars		Loser		The Indian and the Cupboard
				Riding Freedom		5th Grade
				Extra Credit		The Giver
				Tuck Everlasting		Crispin
				Mr. Terupt		

Medinah Primary School

Handwriting

Kindergarten

The kindergarten students learn how to formulate their letters using the Zaner-Bloser handwriting style. The students take part in handwriting activities each day. Each time a letter is introduced, the students learn how to form that letter properly. The children practice their handwriting on worksheets created in StartWrite along with other supplemental materials.

First Grade

Along with using the Zaner-Bloser handwriting pages provided from Reading Street, the first grade students also use handwriting pages created in StartWrite. The students complete at least one handwriting page a day. The focus is on uppercase letters, lowercase letters, and correct spacing between words.

Second Grade

During Trimester 1-3, students will review and practice printing daily by using supplemental materials by Carson Dellosa.

During Trimester 2, students will be introduced to cursive through direct teacher instruction by using supplemental materials by Carson Dellosa. They students will learn how to write his/her name in cursive and will learn uppercase and lowercase letters. After that, they will learn how to connect the letters, write words and sentences in cursive.

Medinah Intermediate School

Handwriting

Third Grade

During trimester one formation of cursive letters will be reviewed while practicing the connection of cursive letters during spelling lessons. At the beginning of trimester two students will be expected to use cursive to complete all of their spelling work. During the second trimester students will also begin using their cursive during reading lessons. By the end of the second trimester all language arts work will be completed in cursive. In the third trimester students will use cursive writing for all subjects.

Fourth Grade

Practice packets and review sheets are completed in class during the first few months of school to refresh skills from 3rd grade. Handwriting homework is given as review during the first months of school and as needed throughout the year. Students in 4th grade are expected to write in cursive by the beginning of October (date TBD at beginning of year). All class work and homework- except math and personal journals/writing are to be completed in cursive.

Fifth Grade

At the beginning of the school year, the students will spend a week or two reviewing cursive. After reviewing cursive writing, the students will be expected to write cursive all of the time in their daily writing, on tests, and any formal papers hand written. The students will not be required to write in cursive in notes they may take for their own studying or if they are told otherwise.

Suggested Writing Resources from *The Dynamics of Writing Instruction*

	Sixth	Seventh	Eighth
Argumentative	<ul style="list-style-type: none"> Sticky Note Activity (pages 81-85) 	<ul style="list-style-type: none"> Sticky Note Activity (pages 81-85) Worksheet (pages 86-87, numbers 1-5) 	<ul style="list-style-type: none"> Sticky Note Activity (pages 81-85) Pet Adoption (pages 101-105) Worksheet (pages 86-87, numbers 6-10)
Compare-Contrast	<ul style="list-style-type: none"> Compare-contrast radio stations (pages 113-114) 	<ul style="list-style-type: none"> Activity Fast Food (page 113) 	<ul style="list-style-type: none"> Cereal Activity (page 117) Worksheet (pages 170-172, numbers 6-10)
Short Story	<ul style="list-style-type: none"> Chapter 3 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
Literary Analysis	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Giraffe Award Criteria (Hillocks Book) Worksheet (Pages 148-148, numbers 1-5) 	<ul style="list-style-type: none"> Deciding honest and dishonest (pages 144-146) Worksheet (pages 148-149, numbers 6-10)
Personal Narrative	<ul style="list-style-type: none"> Shoes, shells, and rocks (pages 59-63) Rank Examples (pages 69-71) 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Model topic after shoe lesson (page 59) Participial Phrases (pages 71-74)

WRITING – GRADE 6
Unit 7

Prompt/Task: Personal Narrative: Write about an important event or experience in your life. Include descriptive details and sensory language to help your readers understand what the experience was like. Be sure to explain WHY the event was special for you.

Writing Lessons	Skills Covered	Standards Covered
<p>Mini-Lesson One</p> <p>Promoting Attention to Detail-Ref. Dynamics of Writing pg. 59</p> <p>Have students pick a mundane object (shoes) and describe it clearly, vividly, and distinctively enough so other students can identify that object.</p> <p>Once students have had a chance to do the activity ask for volunteers to read their story aloud and have the others identify key details of the description that helped them identify the specific object.</p>	<p>Vivid Description, Figurative & Sensory Language</p>	<p>W.6.3, W.6.3d</p>

WRITING – GRADE 6

Writing Lessons	Skills Covered	Standards Covered
<p>Mini-Lesson Two</p> <p>Time Order/Sequence</p> <p>Timed Writing (10 minutes) In a journal entry have students write what they feel is a detailed description of their morning routine.</p> <p>After the students have written have them trade their entry with a partner. The partner will then read that detailed description and try to break it down into 4 main events (what they feel is the most important) and draw a picture to go with the events.</p> <p>Discuss with class the significance of a well-developed time order/sequence and how it applies to their personal narrative. Also provide specific transitions to be used throughout the narrative. Finally have students start to develop the sequence of the event they will focus on for their narrative.</p>	<p>Writing well-structured event sequencing.</p>	<p>W.6.3c</p>
<p>Mini-Lesson Three</p> <p>Dialogue/Improving Expression</p> <p>Provide students with different scenarios and have each group brainstorm how the event could be retold using effective expressions and speech tags.</p> <p>Have each group write an example paragraph using their scenario adding in and improving the expressions and speech tags.</p> <p>Analyze each paragraph and discuss effective examples that can be used in their own personal narrative.</p>	<p>Improving expressions and speech tags. “Putting said to bed”</p>	<p>W.6.3b, L.1.e</p>

WRITING GRADE 7

Unit 3

Prompt/Task: Short Story

Writing Lessons	Skills Covered	Standards Covered
Mini-Lesson One Dialogue 1. You've "Said" Enough wkst a. Practice with their theme and conflict in mind. Can possibly be used in short story 2. "Four Methods of Quotations" a. Notes b. Practice / Application wkst	Punctuating dialogue in various methods	OT
Mini-Lesson Two: Conflict 1. Conflict major/minor 2. Review types of conflicts 3. Choose 4 stories identify types of conflicts. 4. Brainstorm list of conflicts internal external conflicts	Internal-External	OT

WRITING GRADE 7

Writing Lessons	Skills Covered	Standards Covered
<p>Mini-Lesson Three Character/Theme?</p> <p>What is theme of story? Characterization Tips identifying other methods ---change questions on there What is conflict the character faces? How does he/respond?</p>	OT	OT
<p>Mini-Lesson Four Descriptive Details</p> <p>Show Don't Tell</p>	OT	OT

WRITING GRADE 8

Unit 6

Prompt/Task: Write a literary analysis in which you analyze a literary text that you have enjoyed in the past units. Students must pick two to three literary elements to analyze.

Writing Lessons	Skills Covered	Standards Covered
Mini-Lesson One	An engaging introduction with a controlling idea that develops an insightful analysis	W.8.2a
Crafting an Introduction 1. Review components of introduction 2. Identify literary elements that will be used to analyze text. 3. Practice developing controlling ideas before creating own.		
Mini-Lesson Two	Types of evidence, formal, unbiased language	W.8.2e, W.8.9
Ways to Support a Literary Analysis 1. Introduce types of elaboration-Relevant facts, concrete details, quotations, or other well-chosen examples. 2. Discuss what unbiased means. 3. Practice writing using unbiased language.		
Mini-Lesson Three	Logical sequence of ideas, transitions	W.8.2
Organization 1. Model alternate methods of transitioning-identify key words, phrases, sentences, etc. to help the flow of ideas. 2. Show sample method of organization and discuss.		
Mini-Lesson Four	Vary types of sentences throughout as well as sentence beginnings	L8.1, L8.3
Sentence Structure 1. Model various sentence types 2. Use practice paragraph to help model how to change sentence structures.		

MMS Literacy Information

2015-2016

Local Writing Assessments

An on-demand writing assessment is completed at the beginning and end of each school year. The fall and spring writing assessments are in the Literacy Assessment Binder. Scores, at both the beginning and end of the year, should be recorded on the master grade level spreadsheet. The data will be reviewed by the building principal and instructional specialist and shared with the Literacy Curriculum Team.

MAP Tests

MAP tests will be given in the fall, winter, and spring per the Medinah School District #11 testing windows as determined by NWEA. Test results are available within 24 hours of test events to all teachers and are used by teams to identify intervention needs.

Holt McDougal Assessments

Unit Tests

- A unit test will be administered after each of the units taught in each grade level. These assessments are created by grade-level teachers and the instructional specialist and are aligned to the Common Core State Standards.

Selection Assessments

- Approximately 50% of the selection assessments are ExamView assessments from the Holt McDougal resources. These are pulled directly from Holt McDougal and modified by grade-level teachers and the instructional specialist.

Handwriting

In an effort to support the handwriting skills that are developed at MIS, all MMS Literacy teachers will require students to handwrite some assignments and cursive writing will be encouraged at times.

Process Papers and Extended Responses

Process Papers and Extended Responses are outlined in the Curriculum Overviews for each grade level, which are available on the Curriculum SharePoint. In addition, three writing samples are turned into the building principal at the end of each quarter by each teacher.

Process Papers

- An emphasis is placed on multiple mini lessons and drafts to teach the full writing process and allow time for students to receive feedback and make revisions.
- Writing will be graded using universal rubrics across all three grades that have been approved by the Literacy Curriculum Team.

Extended Responses

- A literary analysis of one key skill practiced during reading
- Writing will be graded using universal rubrics across all three grades that have been approved by the Literacy Curriculum Team.

Additional Information

The focus of the Literacy Curriculum Team for 2015-2016 will be (vocabulary) .

Spelling Differentiation Procedures

Grades 1-2

Qualifications for Spelling Enrichment:

All students are required to take weekly spelling pretests as provided in the Reading Street series. A student who exceeds on the weekly spelling assessment will be given advanced words.

First Grade

The advanced spelling list words will be composed of ten words that follow the vowel pattern of the week, but are more challenging than the regular list.

Second Grade

Students will be challenged with advanced words if they exceed on the pre-test and will also be given 5 weekly challenge words.

Spelling

Grades 1-5

Grade 1: Total of 10 words weekly

- 10 spelling pattern words from Reading Street
- If a student exceeds on the weekly spelling pre-test, the student will be given an advanced list of words to practice for the week. These words will also contain the vowel spelling pattern for the week.

Grade 2: Total of 12 words weekly

- 12 spelling pattern words from Reading Street
- 5 challenge words
- If student exceeds on the weekly spelling pre-test, the student will be given an advanced list of words to practice for the week. These words will also contain the vowel spelling pattern for the week.

Spelling

Grade Three

- Each week, students will be given a pre-test of 15 pattern words.
- If the student achieves 90% or better on their pre-test, he/she will be given five additional challenge words.

Grade Four

- Each week, students will be given a pre-test of 20 pattern words.
- If the student achieves 90% or better on their pre-test, he/she will be given five additional challenge words.

Grade Five

- Each week, students will be given a pre-test with 20 words.
- If the student achieves a grade of 90% or better on their pre-test, he/she will be given five additional challenge words.