

**Woodstock Public Schools**  
**English/Language Arts**  
**Curriculum**

Revised 2013

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**Woodstock Elementary School**  
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## Woodstock Elementary ELA Curriculum

<b>Kindergarten:</b>			
<b>Standards</b>	<b>Students will:</b>	<b>Possible Resources (not limited to):</b>	<b>Assessments</b>
<b>Reading: Literature=RL</b>			
<b>RL.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	a. Use specific evidence from the text to answer questions through discussions.	<i>Journeys</i> Small Group Discussion Questions Leveled Reader guides; <i>Journeys</i> Whole Group Big Book and Read Aloud Discussion Questions; Teacher Selected Read Alouds; Connection to Literature Selections	<i>Journeys</i> Unit Tests; Bi-Weekly Progress Monitoring Assessments; Open ended questions with oral response; <i>Emergent Literacy Survey</i> ; <i>DAR</i>
	b. Make inferences based on text and illustrations.		
<b>RL.K.2:</b> With prompting and support, retell familiar stories, including key details.	a. Use picture card clues to retell the main idea and details in a story.	<i>Journeys</i> : all Units; <i>Journeys</i> Retelling Cards; Teacher Selected Read Alouds	<i>Journeys</i> Unit Tests; Open ended questions with oral response
<b>RL.K.3:</b> With prompting and support, identify characters, settings, and major events in a story.	a. Retell the beginning, middle and end of a story.	<i>Journeys</i> : all Units; Leveled Readers and guides; <i>Journeys</i> Retelling Cards; Teacher Selected Read Alouds	<i>Journeys</i> Unit test; Leveled Reader Running Records; Open ended questions with oral response.
<b>RL.K.4:</b> Ask and answer questions about unknown words in a text.	a. Use text and illustrations to define unknown words in a story with support.	<i>Journeys</i> Daily Vocabulary Boost; High Frequency Word Vocabulary cards; Teacher Selected Read Alouds	<i>Journeys</i> Unit test; Teacher observation of oral responses.
<b>RL.K.5:</b> Recognize common types of texts (e.g., storybooks, poems).	a. Identify different types of text, e.g. fiction/non-fiction, realistic, informational, etc.	<i>Journeys</i> : All Units;	Teacher observation of oral responses.

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<p><b>RL.K.6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>a. Explain how text and illustrations work together to tell a story.</p>	<p><i>Journeys</i> : All units; Teacher Selected Read Alouds</p>	<p>Teacher observation.</p>
<p><b>RL.K.7:</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>a. Analyze the aspects of illustrations and word choice, and how they contribute to the meaning of the text.</p>	<p><i>Journeys</i> : All units; <i>Journeys</i> Retelling Cards; Decodable Readers; Leveled Readers and guides; Teacher Selected Read Alouds</p>	<p>Teacher observation of oral response.</p>
<p><b>RL.K.9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>a. Identify similarities and differences in two versions of the same story.</p>	<p>Teacher selected picture books and videos; <i>Journeys</i> Projectable Graphic organizers</p>	<p>Teacher observation of oral responses.</p>
<p><b>RL.K.10:</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>a. Show an understanding of a story through guided activities.</p>	<p><i>Journeys</i> : All units; Decodable Readers; Leveled Readers and guides; Vocabulary Readers; Teacher Selected materials</p>	<p>Completed Teacher Selected activities</p>

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<b>Reading: Informational=RI</b>			
<b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.	a. Use specific evidence from the text to answer questions.	<i>Journeys</i> Small Group Discussion Questions Leveled Reader guides; <i>Journeys</i> Whole Group Big Book and Read Aloud Discussion Questions; Teacher Selected Read Alouds; Connection to Literature Selections; <i>Scholastic News</i>	<i>Journeys</i> Unit Tests; Bi-Weekly Progress Monitoring Assessments; Open ended questions with oral response; <i>Emergent Literacy Survey</i> ; <i>DAR</i>
	b. Make inferences based on text and illustrations.		
<b>RI.K.2:</b> With prompting and support, identify the main topic and retell key details of a text.	a. Use picture card clues to retell the main idea and details in a story.	<i>Journeys</i> Small Group Discussion Questions and Leveled Reader guides; <i>Journeys</i> Whole Group Big Book and Read Aloud Discussion Questions; Teacher Selected Read Alouds; Connection to Literature Selections	<i>Journeys</i> Unit Tests; Open ended questions with oral response
<b>RI.K.3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	a. Identify the relationship between main selections and corresponding text.	<i>Journeys</i> : All units using Science and Social Studies Connection to Non-fiction text	Teacher observation of oral responses.
<b>RI.K.4:</b> With prompting and support, ask and answer questions about unknown words in a text.	a. Use text and illustrations to define unknown words in a story with support.	<i>Journeys</i> Daily Vocabulary Boost; High Frequency Word Vocabulary cards; Teacher Selected Read Alouds; Math Vocabulary	Teacher observation of oral responses.
<b>RI.K.5:</b> Identify the front cover, the back cover, and title page of a book.	a. Identify parts of a book.	<i>Journeys</i> : All units; Teacher Selected Read Alouds	1st Trimester Report Card Assessment

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<p><b>RI.K.6:</b> Name an author and illustrator of a text and define the role of each in presenting ideas or information in a text.</p>	<p>a. Explain how text and illustrations work together to tell a story.</p>	<p><i>Journeys</i> : All Units; Teacher Read Aloud</p>	<p>Teacher observation</p>
<p><b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p>	<p>a. Use graphic features to develop deeper comprehension.</p>	<p><i>Journeys</i> : All units; <i>Scholastic News</i>; Teacher Selected Read Alouds</p>	<p>Teacher observation</p>
<p><b>RI.K.8:</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>a. Determine why an author included certain details in a text.</p>	<p><i>Journeys</i> : Units 3.13 and 4.18; Teacher selected read alouds; <i>Scholastic News</i></p>	<p><i>Journeys</i> Unit Test; Teacher observation of oral responses.</p>
<p><b>RI.K.9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>a. Compare and contrast the information presented in two texts on the same topic.</p>	<p><i>Journeys</i> : All Units; <i>Journeys</i> Informational Leveled Readers and guides; Teacher selected informational read alouds; <i>Journeys</i> Projectable Graphic Organizers</p>	<p>Teacher observation of oral responses.</p>
<p><b>RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.</p>	<p>a. Show an understanding of a story through guided activities.</p>	<p><i>Journeys</i> : All units; Teacher selected materials; <i>Scholastic News</i></p>	<p><i>Journeys</i> Unit Test; Completion of teacher selected materials</p>



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<b>Speaking and Listening-SL</b>			
<b>SL.K.1:</b> Participate in collaborative conversations with diverse partners about <i>Kindergarten topics and texts</i> with peers and adults in small and larger groups.	a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.	Teacher modeling of behaviors	Informal observation of class participation in discussions (small and large group)
	b. Continue a conversation through multiple exchanges.		
<b>SL.K.2:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	a. Use information presented orally to show comprehension of text.	<i>Journeys</i> : All Units; <i>Think Central</i> ; <i>Storyline Online</i> ; <i>Tumble Books</i> ; Videos; Books on tape; Morning meeting message; Grade level read alouds	Teacher observation of oral responses
<b>SL.K.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	a. Ask for clarification and explanation as needed about the topics and texts under discussion.	<i>Journeys</i> : All units; Field Trip presenters; Guest speakers; Student Oral presentations; Sharing and Morning Meeting; Daily activities with directions	Teacher observation; Participation in class and small group discussions
	b. Use information presented orally to answer questions.		
<b>SL.K.4:</b> Describe familiar people, places, things and events and, with prompting and support, provide additional details.	a. Use appropriate information when giving descriptions.	Teacher modeling of behaviors; Sharing and Morning meeting;	Teacher observation
	b. Speak audibly in coherent sentences.		
<b>SL.K.5:</b> Add drawings or other visual displays to descriptions as desired to provide additional details.	a. Use illustrations to enhance written and oral descriptions.	Drawing materials; Writing Prompt; Daily Journals	Writing prompt rubric; Teacher observation of illustrations
<b>SL.K.6:</b> Speak audibly and express thoughts, feelings, and ideas clearly.	a. Speak in complete sentences when appropriate.	<i>Journeys</i> - All units; Teacher modeling; Teacher made or prepared discussion questions; Sharing	Teacher observation of student participation in class discussions and presentations

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<b>Language=L</b>			
<b>L.K.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	a. Print many upper and lower case letters.	<i>Zaner-Bloser Handwriting; Journeys Practice Book</i>	Written assignments
	b. Use frequently occurring nouns and verbs.	<i>Journeys</i> Unit 1.3-5; 3.12, 3.14; 4.16-20; <i>Journeys Practice Book</i>	Written assignments; Writing prompts
	c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	<i>Journeys</i> Unit 6.26; Teacher selected resources	
	d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why</i> ).	<i>Journeys</i> : All units	
	e. Use the most frequently occurring prepositions (e.g., <i>to, from in, out, on, off, for, of, by, with</i> ).	<i>Journeys</i> Unit 6.29-30; <i>Journeys Practice Book; Journeys Projectables</i>	
	f. Produce and expand complete sentences in shared language activities.	Teacher modeling	
<b>L.K.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	a. Capitalize the first word in a sentence and the pronoun I.	<i>Journeys</i> Units 1.1; 3.11, 3.13; 5.24-25; <i>Journeys Practice Book</i>	
	b. Recognize and name end punctuation.	<i>Journeys</i> Units 1.1-2, 1.4-5; 2.6-10; 4.16, 4.1 ; 5.22; Teacher selected resources; <i>Journeys Projectables</i>	
	c. Write a letter or letters for most consonant and short vowel sounds (phonemes).		Writing prompt
	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	<i>Journeys</i> : All units; <i>Words Their Way; Journeys Practice Book</i> ; Journals	Teacher selected materials; Journals

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<b>L.K.4:</b> Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).	<i>Journeys</i> Units 4.17 and 5.21	Teacher observation
	b. Use frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ).	<i>Journeys</i> Units 3 and 6; <i>Journeys Projectables</i> ; Teacher selected materials	Teacher observation; Teacher made assessments
<b>L.K.5:</b> With guidance and support from adults, explore word relationships and nuances in word meanings.	a. Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	<i>Words Their Way</i> ; <i>Journeys</i> Units 5.24-25; 6.27	Teacher observation; Math Report card assessments
	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<i>Journeys</i> Units 4.19; 5.22; 6.26	Teacher observation
	c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Daily usage	Teacher observation
	d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings.	Teacher created Role playing activities	Teacher observation
<b>L.K.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	a. Demonstrate vocabulary development throughout the year.	<i>Journeys</i> : All units;	Teacher observation of class discussion; Writing prompts; Written assignments

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<b>Writing=W</b>			
<b>W.K.1:</b> Use a combination of drawing, dictating, and writing to compose opinion pieces.	a. Tell a reader the topic or the name of the book they are writing about.	<i>Journeys</i> : All units; Journals; Teacher selected materials;	<i>Journeys</i> Unit test; Writing Prompt; Completed teacher selected activities
	b. State an opinion or preference about the book or topic.		
<b>W.K.2:</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.	a. Name what they are writing about.	<i>Journeys</i> Unit 5; Journals; Writing prompts	Writing Prompt
	b. Supply some information about the topic.		
<b>W.K.3:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.	a. Tell about the events in the order in which they occurred.	<i>Journeys</i> Unit 4; Writing Prompt	Writing Prompt
	b. Provide a reaction to what happened.		
<b>W.K.5:</b> With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	a. Revise writing pieces based on teacher and peer input.	Teacher modeling	Written assignments
<b>W.K.6:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	a. Contribute ideas to a published piece of writing.	Technology resources	Completed contribution
<b>W.K.7:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	a. Use a variety of resources to write about a subject.	Teacher selected materials	Teacher Observation
<b>W.K.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	a. Use prior knowledge to compose an answer to a question.	Teacher selected materials;	Written responses.

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<b>Foundational Skills = RF</b>			
<b>RF.K.1:</b> Demonstrate understanding of the organization and basic features of print.	a. Follow words from left to right, top to bottom, and page by page.	<i>Journeys</i> : All units; Teacher modeling	<i>Emergent Literacy Survey</i> ; Teacher Observation
	b. Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Journeys</i> : All units; <i>Journeys Daily Phonics</i> Opening Routines	
	c. Understand that words are separated by spaces in print.		
	d. Recognize and name all upper and lower case letters of the alphabet.		
<b>RF. K.2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	a. Recognize and produce rhyming words.	<i>Journeys</i> : All units; <i>Journeys Daily Phonics</i> Opening Routines; <i>Journeys Flip Chart</i>	Teacher Observation; Journeys Unit tests; Emergent Literacy Survey; STAR Early Literacy Test
	b. Count, pronounce, blend and segment syllables in spoken words.		
	c. Blend and segment onsets and rimes of single syllable spoken words.		
	d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.		

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<b>RF.K.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	<i>Journeys</i> : All units; <i>Journeys Daily Phonics</i> Opening Routines; <i>Journeys</i> Decodable Readers; <i>Journeys Flip Chart</i> ; <i>Words Their Way</i> ; <i>Journeys</i> Ready Made Workstations; <i>Journeys Practice Book</i>	Emergent Literacy Survey; Teacher Observation; Third trimester report card assessment	
	b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.			
	c. Read common high-frequency words by sight (e.g., <i>the, of, to you, she, my, is, are, do, does</i> ) .			<i>Journeys</i> : All units; Word Wall; Teacher selected materials
	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			<i>Journeys</i> Unit 6; Teacher selected resources; <i>Journeys Daily Phonics</i> Opening Routines
	e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.			<i>Journeys</i> Units 5 and 6
<b>RF.K.4:</b> Read emergent reader text with purpose and understanding.	a. Read grade level text fluently.	<i>Journeys</i> Leveled Readers; <i>Journeys</i> Decodable Readers; WEB books; Grade level texts	<i>Journeys</i> Unit test; Running Records; <i>Emergent Literacy Survey</i> ; <i>STAR Early Literacy Test</i>	

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<b>First Grade:</b>			
<b>Standards</b>	<b>Students will:</b>	<b>Possible Resources (not limited to):</b>	<b>Assessments</b>
<b>Reading: Literature=RL</b>			
<b>RL.1.1:</b> Ask and answer questions about key details in a text.	a. Use specific evidence from the text to answer questions through discussions and written responses.	<i>Journeys</i> Small Group Discussion Questions (Grab and Go and Leveled Reader guides); <i>Journeys</i> Whole Group Main Selection Discussion Questions; Teacher Selected Read Alouds; Connection to Literature Selections; <i>Journeys Practice Book</i> ; <i>Journeys Projectables</i>	<i>Journeys</i> Unit Tests; <i>Journeys</i> Weekly Selection quizzes and tests (Grab and Go); <i>Journeys</i> Diagnostic Assessment; Open ended questions with oral and written response; <i>DRA</i> ; <i>DIBELS</i> ; <i>DAR</i>
	b. Make inferences based on textual evidence, through discussion and written responses.		
<b>RL.1.2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	a. Identify the theme of a text through discussions and written responses.	<i>Journeys</i> : Units 1.3, 1.5; 2.6, 2.8, 2.10; 3.12, 3.14; 4.16-20; 5.24-25; 6.30; <i>Journeys</i> Leveled readers and guides; <i>Journeys</i> Decodable Readers; Teacher read-alouds; Graphic organizers in <i>Journeys Projectables</i>	<i>Journeys</i> Unit Tests; Weekly Selection quizzes and tests; Open ended questions with oral or written response
	b. Summarize the text.		
<b>RL.1.3:</b> Describe characters, settings, and major events in a story, using key details.	a. Use key details to show understanding of characters, settings and events in a story.	<i>Journeys</i> : All units: <i>Journeys</i> Leveled readers and guides, Teacher read alouds; Leveled Reinforcement activities (Grab and Go); Graphic Organizers in <i>Journeys Projectables</i>	<i>Journeys</i> Unit test; Weekly Selection Quizzes and Tests (Grab and Go); Teacher observation of student responses
<b>RL.1.4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	a. Recognize how an author's word selection affects how a character feels.	<i>Journeys</i> Units 1.2, 1.4-5; 2.7-9; 3.13; 4.18-20; 5.25; 6.28, 6.30; <i>Journeys</i> Vocabulary in Context cards; Teacher selected stories, poems and songs	<i>Journeys</i> Unit test; Teacher observation of oral responses.

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<p><b>RL.1.5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>a. Compare and contrast fiction and non-fiction text.</p>	<p><i>Journeys</i> : all Units; Grab and Go; <i>Journeys</i> Leveled readers and guides; Graphic organizers in <i>Journeys Projectables</i>; Teacher selected stories</p>	<p><i>Journeys</i> Unit test; <i>Journeys</i> Weekly quizzes and tests (Grab and Go)</p>
	<p>b. Make text to text connections based on prior knowledge.</p>		
<p><b>RL.1.6:</b> Identify who is telling the story at various points in a text.</p>	<p>a. Determine whether a story is told in 1st or 3rd person.</p>	<p><i>Journeys</i> : all Units; <i>Journeys</i> Leveled Readers and guides; Teacher read alouds</p>	<p><i>Journeys</i> Unit test; <i>Journeys</i> Weekly Selection tests (Grab and Go); Class discussion; Open ended questions (Stop and Think)</p>
<p><b>RL.1.7:</b> Use illustrations and details in a story to describe its characters, setting or events.</p>	<p>a. Analyze the aspects of illustrations and word choice, and how they contribute to the meaning of the text.</p>	<p><i>Journeys</i> : All units; <i>Journeys</i> Leveled Readers and guides; <i>Journeys</i> Decodable Readers; <i>Journeys Projectables</i>; Teacher read alouds</p>	<p><i>Journeys</i> Unit tests; <i>Journeys</i> Weekly quizzes and tests (Grab and Go); Open ended questions</p>
<p><b>RL.1.9:</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<p>a. Identify similarities and differences in characters within a story.</p>	<p><i>Journeys</i> : Units 1.2; 2.6; 3.12, 3.14; 4.17, 4.19-20; 5.21; 6.29; Graphic Organizers in <i>Journeys Projectables</i>; <i>Journeys</i> Leveled Readers and guides; <i>Journeys</i> Decodable readers; Grab and Go reinforcement activities</p>	<p>Teacher directed completion of graphic organizer; Teacher observation of oral response to open ended questions</p>
<p><b>RL.1.10:</b> With prompting and support, read prose and poetry of appropriate complexity for Grade 1.</p>	<p>a. Show an improvement in fluency and comprehension of grade level texts.</p>	<p><i>Journeys</i> Main Selections; <i>Journeys</i> Leveled Readers/Vocabulary Readers; <i>Journeys</i> Decodable Readers; Grade appropriate text</p>	<p><i>Journeys</i> Unit Tests; Teacher observation</p>



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<b>Reading: Informational=RI</b>			
<b>RI.1.1:</b> Ask and answer questions about key details in a text.	<p>a. Use specific evidence from the text to answer questions through discussions and written responses.</p> <p>b. Make inferences based on textual evidence through discussions and written responses.</p>	<p><i>Journeys</i> Small Group Discussion Questions (Grab and Go), <i>Journeys</i> Whole Group Main Selection Discussion Questions, <i>Journeys</i> Leveled Readers and guides; <i>Journeys</i> Decodable Readers; Teacher Selected non-fiction Read Alouds, Connection to Literature Selections</p>	<p><i>Journeys</i> Unit Tests, Weekly Selection quizzes and tests (Grab and Go), Teacher observation of oral responses; Open ended questions, DRA, DIBELS</p>
<b>RI.1.2:</b> Identify the main topic and retell key details of a text.	<p>a. Identify the main idea and supporting details in a text.</p>	<p><i>Journeys</i> Main Selections; Teacher selected Informational texts; <i>Journeys</i> Leveled readers and guides; <i>Journeys Practice Book</i>; Graphic Organizers in <i>Journeys Projectables</i></p>	<p><i>Journeys</i> Unit Tests; <i>Journeys</i> Weekly Selection quizzes and tests, Critical Thinking questions (Grab and Go), Teacher observation of Open ended questions with oral response</p>
<b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>a. Make text to text,, text to self, and text to world connections based on prior knowledge.</p>	<p><i>Journeys</i> Main Selections; Teacher selected Non-fiction texts</p>	<p>Class discussions</p>
<b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<p>a. Analyze the meaning of words and phrases in context to develop vocabulary.</p>	<p><i>Journeys</i> Target Vocabulary in Context cards; <i>Journeys</i> Vocabulary Cards; <i>Saxon</i> math; Teacher selected informational text</p>	<p><i>Journeys</i> Unit tests; Teacher observation of oral response</p>
<b>RI.1.5:</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<p>a. Understand and use different text features.</p>	<p><i>Journeys</i>: All Informational Main Selections; <i>Journeys</i> Big Books; <i>Journeys</i> Leveled Readers and guides; <i>Scholastic News/Weekly Reader</i>; Teacher selected informational texts; <i>Journeys Practice Book</i></p>	<p><i>Journeys</i> Unit tests; Class discussion</p>

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<p><b>RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>a. Understand that information is gained through text and illustrations.</p>	<p><i>Journeys: All Informational text; Journeys Leveled Readers and guides; Grab and Go reinforcement activities; Journeys Practice Book; Teacher selected informational text</i></p>	<p><i>Journeys</i> Unit tests; Class discussions</p>
<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p>	<p>a. Use graphic features to develop deeper comprehension.</p>	<p><i>Journeys: All Informational Main Selections; Journeys Paired Informational Selections; Internet Resources; Journeys Projectables; Teacher selected informational read alouds; Scholastic News/Weekly Reader</i></p>	<p><i>Journeys</i> Unit Tests; Teacher observation of oral responses</p>
<p><b>RI.1.8:</b> Identify the reasons an author gives to support points in a text.</p>	<p>a. State the reasons that support the point that an author is trying to make.</p>	<p><i>Journeys</i> Units 1.4; 2.9; 3.11; 4.18; 5.24; 6.27; Teacher selected read alouds; <i>Scholastic News/Weekly Reader</i></p>	<p>Class discussions</p>
<p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p>	<p>a. Distinguish similarities and differences in texts based on the same topic.</p>	<p><i>Journeys</i> Informational Leveled Readers and guides; Internet resources; Teacher selected informational read alouds; Graphic Organizers in <i>Journeys Projectables; Journeys Practice Book</i></p>	<p>Class discussions; Graphic organizers;</p>
<p><b>RI.1.10:</b> With prompting and support, read informational text appropriately complex for Grade 1.</p>	<p>a. Show an improvement in fluency and comprehension of grade level texts.</p>	<p><i>Journeys</i> Main Selections, <i>Journeys</i> Leveled Readers; <i>Journeys</i> Decodable Readers; Teacher selected informational text; <i>Scholastic News/Weekly Reader</i></p>	<p><i>Journeys</i> Unit Tests; <i>Journeys</i> Weekly tests and quizzes (Grab and Go); Teacher observation of oral reading</p>

## Woodstock Elementary ELA Curriculum

<b>Speaking and Listening-SL</b>			
<b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<i>Journeys</i> : all Units; Teacher and student made or prepared discussion questions	Informal observation of class participation in discussions (small and large group)
	b. Build on others' talk in conversations by responding to the comments of others through <u>multiple exchanges</u> .		
	c. Ask questions to clear up any confusion about the topics and texts under discussion		
<b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	a. Use information presented orally to show comprehension of text or information.	<i>Journeys</i> : All Units; <i>Think Central</i> ; <i>Storyline Online</i> ; Internet resources, videos; Books on tape; Morning meeting message; Language Arts/Math centers; Grade level read alouds	Class discussion
<b>SL.1.3:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	a. Ask for clarification and explanation as needed about the topics and texts under discussion.	<i>Journeys</i> : All Units; Field Trip presenters; Guest speakers; Sharing and Morning Meeting; Daily activities with directions	Teacher observation; Participation in class and small group discussions
	b. Use information presented orally to answer questions.		
<b>SL.1.4:</b> Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	a. Use appropriate facts and relevant details in their retelling.	<i>Journeys</i> : All Units; Sharing and Morning Meeting; Teacher modeling	Teacher observation
	b. Speak audibly in coherent sentences.		
<b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	a. Use illustrations or other visuals to enhance presentations.	Sharing and Morning Meeting	Teacher observation; Presentation rubric
<b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation.	a. Speak in complete sentences when appropriate.	<i>Journeys</i> : All units; Sharing and Morning Meeting; Teacher modeling; Teacher made or prepared discussion questions	Teacher observation of student participation in class discussions and presentations

## Woodstock Elementary ELA Curriculum

Language=L			
<p><b>L. 1.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	a. Use all upper and lower case letters appropriately.	<i>Zaner-Bloser Handwriting</i> ; Daily written activities; <i>Journeys Practice Book</i> ; Graphic Organizer in <i>Journeys Projectables</i>	<p><i>Journeys</i> Unit tests; <i>Journeys</i> Weekly tests and quizzes (Grab and Go)</p>
	b. Use common, proper, and possessive nouns.	<i>Journeys</i> Units 1.1-2; 2.6-9; 3. 11-13; 4.18; <i>Journeys Practice Book</i> ; <i>Journeys Projectables</i>	
	c. Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop).	<i>Journeys</i> Units: 2.9; 3.11, 3.13, 3.15; 5.21-23; <i>Journeys Practice Book</i> ; Grab and Go activities; <i>Journeys Projectables</i>	
	d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).	<i>Journeys</i> Units: 5.23; <i>Journeys Practice Book</i> ; <i>Journeys Projectables</i>	
	e. Use verbs to convey a sense of past, present and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).	<i>Journeys</i> Units 2.9; 3.13-14.; 4.19; <i>Journeys Practice Book</i> ; <i>Journeys Projectables</i>	
	f. Use frequently occurring adjectives.	<i>Journeys</i> Units 1.4-5; 2.10; 3.11, 3.14-15; 6.28; <i>Journeys Practice Book</i> ; <i>Journeys Projectables</i>	
	g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	Teacher selected resources	
	h. Use determiners (e.g., articles; demonstratives).	Teacher selected resources	
	i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	<i>Journeys</i> Units 2.10; 3.15; 4.20; <i>Journeys Practice Book</i> ; <i>Journeys Projectables</i> ; Grab and Go reinforcement activities	
	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<i>Journeys</i> : All Units; <i>Journeys Practice Book</i> ; <i>Journeys Projectables</i>	

## Woodstock Elementary ELA Curriculum

<p><b>L.1.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>a. Capitalize dates and names of people.</p>	<p><i>Journeys</i> Units 3.11-14; <i>Journeys Practice Book</i>; <i>Journeys Projectables</i>; Morning meeting message; Journal writing</p>	<p><i>Journeys</i> Unit tests; <i>Journeys</i> Weekly tests and quizzes (Grab and Go); Spelling Test</p>
	<p>b. Use end punctuation for sentences.</p>	<p><i>Journeys</i>: All Units; <i>Journeys Practice Books</i>; <i>Journeys Projectables</i>; Grab and Go; Journal writing</p>	
	<p>c. Use commas in dates and to separate single words in a series.</p>	<p>Teacher selected resources; Morning Meeting message</p>	
	<p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p><i>Journeys</i>: All units; <i>Journeys Practice Book</i>; <i>Journeys Projectables</i>; Journal writing; Word Wall</p>	
	<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Journal and everyday writing activities</p>	
<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>a. Use sentence level context as a clue to the meaning of a word or phrase.</p>	<p><i>Journeys</i> Units: 1.2; 4.18; 5.24; <i>Journeys Practice Book</i>; <i>Journeys Projectables</i>; Grab and Go</p>	<p><i>Journeys</i> Unit test</p>
	<p>b. Use frequently occurring affixes as a clue to the meaning of a word or phrase.</p>	<p><i>Journeys</i> Units 3.11, 3.13, 3.15; 4.16; 5.21; 6.29-30; <i>Journeys Practice Book</i>; <i>Journeys Projectables</i></p>	
	<p>c. Use frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p><i>Journeys</i> Units 3.11, 3.13; 4.16; 6.26-28; <i>Journeys</i> Decodable Readers; <i>Journeys Practice Book</i>; <i>Journeys Projectables</i></p>	

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<p><b>L.1.5:</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p>	<p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p><i>Journeys</i> Units 2.6, 2.8; 3.11, 3.14; 4.7; 5.23; 6.27; <i>Journeys Practice Book</i>; <i>Journeys Projectables</i></p>	<p><i>Journeys</i> Unit tests; Class discussions</p>
	<p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	<p><i>Journeys</i> Units 1.1; 2.6,2.8; 3.11, 3.14; 4.17; 5.23; 6.27; <i>Journeys Practice Book</i>; <i>Journeys Projectables</i></p>	
	<p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p><i>Journeys</i> : All units</p>	
	<p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or acting out the meanings.</p>	<p><i>Journeys</i> Units 1.4; 2.7-8, 2.10;3.15; 4.19-20; 5.25; <i>Journeys Practice Book</i>; <i>Journeys Projectables</i></p>	
<p><b>L.1.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).</p>	<p>a. Use conversational language in answering two part questions (e.g., what and why).</p>	<p><i>Journeys</i> - All Units;</p>	<p>Class discussions, Open ended questions</p>

## Woodstock Elementary ELA Curriculum

<b>Writing=W</b>			
<b>W.1.1:</b> Write opinion pieces about a book or topic.	a. Introduce the topic or name the book they are writing about.	<i>Journeys</i> Unit 6.28-30; <i>Journeys Practice Book</i> ; <i>Journeys Projectables</i> ; Journal writing; Writing Prompts	<i>Journeys</i> Unit tests; Writing Prompt rubrics
	b. State an opinion.		
	c. Supply a reason for the opinion.		
	d. Provide some sense of closure.		
<b>W.1.2:</b> Write informative/explanatory texts. in which they name a topic, supply some facts about the topic, and provide some sense of closure.	a. Name a topic.	<i>Journeys</i> Unit 3.13-15; 5.24; Journal writing; Writing prompts	<i>Journeys</i> Unit tests; Writing Prompt rubrics
	b. Supply some facts about the topic.		
	c. Provide some sense of closure.		
<b>W.1.3:</b> Write narratives in which they recount two or more appropriately sequenced events. include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	a. Include some details regarding what happened.	<i>Journeys</i> Units 1.3; 2.8, 2.10; 4.16-20; 5.23-25; Journals writing; Writing prompts	<i>Journeys</i> Unit tests; Writing Prompt rubrics
	b. Use temporal words to signal event order.		
	c. Provide some sense of closure.		
<b>W.1.5:</b> With guidance and support from peers and adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	a. Revise written work as needed.	<i>Journeys</i> : all Units; Teacher modeling; Journal writing; Morning meeting message; Writing prompt	Teacher observation; Writing prompt rubric

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<p><b>W.1.6:</b> With guidance and support from adults, use a variety of digital tools in writing activities.</p>	<p>a. Produce and publish writing in collaboration with peers.</p>	<p>Classroom technology; Teacher modeling</p>	<p>Completed writing project</p>
<p><b>W.1.7:</b> Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions).</p>	<p>a. Produce a grade level appropriate research project.</p>	<p><i>Journeys</i> Unit 3 (all lessons) and 5.21; Teacher selected materials; Internet resources; Reference books</p>	<p>Project rubric</p>
<p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources.</p>	<p>a. Use prior knowledge and information from other text to answer a question.</p>	<p><i>Journeys</i> : all Units; Teacher modeling; Teacher selected materials;</p>	<p>Teacher observation</p>



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<b>Foundational Skills = RF</b>			
<b>RF.1.1:</b> Demonstrate understanding of the organization and basic features of print.	a. Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation).	<i>Journeys</i> : all units; <i>Journeys Practice Book</i> ; <i>Journeys Projectables</i> ; Morning meeting message	Any written assignments
<b>RF. 1.2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	a. Distinguish long from short vowels sounds in spoken single-syllable words.	<i>Journeys</i> Units 3-6; <i>Journeys Practice Book</i> ; <i>Journeys</i> Decodable books; <i>Journeys Projectables</i>	<i>Journeys</i> Unit tests; <i>Journeys</i> Weekly tests and quizzes (Grab and Go)
	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<i>Journeys</i> Units 3-6	Teacher observation
	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<i>Journeys</i> : All Units	Teacher observation
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<i>Journeys</i> : All Units	Teacher observation
<b>RF.1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	<i>Journeys</i> Units: 3.11-15; 5.23-24; <i>Journeys Practice Book</i> ; <i>Journeys</i> Decodable books; <i>Journeys Projectables</i>	<i>Journeys</i> Unit Test; <i>Journeys</i> Weekly Phonics tests (Grab and Go)
	b. Decode regularly spelled one-syllable words.	<i>Journeys</i> : All Units; <i>Journeys</i> Decodable books; Assorted reading materials	Teacher observation; <i>Journeys</i> Unit tests
	c. Know final -e and common vowel team conventions for representing long vowel sounds.	<i>Journeys</i> Units 3.14 and Unit 6 (all lessons); <i>Journeys</i> Sound Spelling cards; <i>Journeys Practice Books</i> ; <i>Journeys Projectables</i> ; <i>Journeys</i> Decodable books; Grab and Go reinforcement activities	<i>Journeys</i> Unit tests; Teacher observation

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RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<i>Journeys</i> Units 1 and 6 (all lessons); <i>Journeys Practice Book</i> ; <i>Journeys</i> Decodable Readers; <i>Journeys Projectables</i>	<i>Journeys</i> Unit tests; <i>Journeys</i> Weekly tests and quizzes (Grab and Go); Teacher observation
	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	<i>Journeys</i> Units 4.20 and Unit 6 (all lessons); <i>Journeys Practice Book</i> ; <i>Journeys</i> Decodable books; <i>Journeys Projectables</i>	<i>Journeys</i> Unit tests; <i>Journeys</i> Weekly tests and quizzes (Grab and Go)
	f. Read words with inflectional endings.	<i>Journeys</i> Units 3.11, 3.13; 4.16; 6.26-29; <i>Journeys Practice Book</i> ; <i>Journeys Projectables</i> ; <i>Journeys</i> Decodable Readers	<i>Journeys</i> Unit tests; <i>Journeys</i> Weekly tests (Grab and Go)
	g. Recognize and read grade-appropriate irregularly spelled words.	<i>Journeys</i> : All Units; Word Wall; Grade level reading material	<i>Fry's</i> List; Teacher observation;
RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	a. Read grade-level text with purpose and understanding.	<i>Journeys</i> : All Units; Grade level reading material; Teacher modeling	Teacher observation; <i>DRA</i> ; <i>DAR</i> ; <i>STAR</i> ; <i>Journeys</i> Unit tests
	b. Read grade-level text orally with accuracy, appropriate rate, and expression.		
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

## Woodstock Elementary ELA Curriculum

<b>Second Grade:</b>			
<b>Standards</b>	<b>Students will:</b>	<b>Possible Resources (not limited to):</b>	<b>Assessments</b>
<b>Reading: Literature=RL</b>			
<b>RL.2.1:</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of the key details in a text.	a. Use specific evidence from the text to answer questions through discussions and written responses.	<i>Journeys</i> Small Group Discussion Questions (Grab and Go and <i>Journeys</i> Leveled Reader guides); <i>Journeys</i> Main Selection Discussion Questions; Teacher Selected Read Alouds; Connection to Literature Selections; <i>Journeys Practice Book</i>	<i>Journeys</i> Unit Tests, Weekly Selection tests and quizzes (Grab and Go); <i>Journeys</i> Diagnostic Assessment; Open ended questions with oral and written response; <i>DRA, DIBELS, DAR</i>
	b. Make inferences based on textual evidence, through discussion and written responses.		
<b>RL.2.2:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	a. Identify the theme of a text through discussions and written responses.	<i>Journeys</i> : Units 1.1, 1.3-5; 2.7, 2.9; 3.11-12, 3.15; 4.16-17, 4.19-20; 5.22 -25; 6.26, 6.29; <i>Journeys</i> Leveled readers and guides; Teacher read-alouds	<i>Journeys</i> Unit Tests, Weekly Selection tests and quizzes (Grab and Go); Open ended questions with oral or written response
	b. Summarize the text.		
<b>RL.2.3:</b> Describe how characters in a story respond to major events and challenges.	a. Identify a character's solution to a problem in the story through oral or written response.	<i>Journeys</i> : Unit 2.9, 2.11-12; 3.14; 4.16-20; 5.22, 5.24; 6.26-27, 6.29; <i>Journeys</i> Leveled readers and guides; Teacher read alouds	<i>Journeys</i> Unit test; Weekly Selection tests and quizzes (Grab and Go); Open ended questions with oral and written response
<b>RL.2.4:</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	a. Recognize how an author's word selection affects the meaning of a text.	<i>Journeys</i> : Units 2.9; 3.11-12; <i>Journeys</i> Paired Selections: Units 1.2; 2.8; 3.13; 4.18; 5.21; 6.28; Vocabulary in Context cards; Music class selections	<i>Journeys</i> Unit test; Main Selection oral response questions

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<p><b>RL.2.5:</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>a. Identify the different parts of a story.</p>	<p><i>Journeys</i> : Units 1.1, 1.5; 2.7; 3.11-12; 4.16-17; 5.23, 5.25; 6.26; <i>Journeys Practice Book</i> ; Grab and Go; <i>Journeys</i> Leveled readers and guides</p>	<p><i>Journeys</i> Unit test; Weekly Selection tests and quizzes (Grab and Go)</p>
	<p>b. Recognize how each part of a story affects what occurs before and after.</p>		
<p><b>RL.2.6:</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>a. Determine the character's point of view in the story.</p>	<p><i>Journeys</i>: Unit 2.9; <i>Journeys</i> Paired Selections: Units 1.4; 2.6; 3.15; 4.19; 5.24; <i>Journeys Practice Book</i> ; <i>Journeys</i> Leveled readers and guides; Teacher read alouds</p>	<p><i>Journeys</i> Unit test; Weekly Selection tests and quizzes (Grab and Go); Class discussion; Open ended questions (Stop and Think)</p>
<p><b>RL.2.7:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>a. Analyze the aspects of illustrations and word choice, and how they contribute to the meaning of the text.</p>	<p><i>Journeys</i> : All units; <i>Journeys</i> Leveled Readers and guides; Teacher read alouds</p>	<p><i>Journeys</i> Weekly tests and quizzes(Grab and Go); Open ended questions</p>
<p><b>RL.2.9:</b> Compare and contrast the two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>a. Identify similarities and differences in two versions of the same story.</p>	<p>Teacher selected picture books and videos; Graphic organizers</p>	<p>Open ended questions with oral or written response; Completed graphic organizer</p>
<p><b>RL.2.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>a. Show an improvement in fluency and comprehension of grade level texts.</p>	<p><i>Journeys</i> Main Selections; <i>Journeys</i> Leveled Readers/Vocabulary Readers; Grade appropriate text</p>	<p><i>STAR</i> , Connecticut Mastery Test, <i>Journeys</i> Unit Tests, <i>DRA</i>, <i>DIBELS</i>, <i>Easycbm</i></p>

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<b>Reading: Informational=RI</b>			
<p><b>RI.2.1:</b> Ask and answer such questions as <i>who, what, where, when, why and how</i> to demonstrate understanding of key details of a text.</p>	<p>a. Use specific evidence from the text to answer questions through discussions and written responses.</p>	<p><i>Journeys</i> Small Group Discussion Questions (Grab and Go); <i>Journeys</i> Main Selection Discussion Questions; Teacher Selected non-fiction read alouds, <i>Journeys</i> Connection to Literature Selections; SS/Science textbooks</p>	<p><i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes (Grab and Go); Open ended questions; <i>DRA, DIBELS</i>, SS/Science tests and quizzes</p>
	<p>b. Make inferences based on textual evidence through discussions and written responses.</p>		
<p><b>RI.2.2:</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>a. Identify the main idea and supporting details in a text.</p>	<p><i>Journeys</i> Main Selections: Informational texts; <i>Journeys</i> Leveled readers and guides; <i>Journeys Practice Book</i>; SS/Science read alouds; Graphic Organizers</p>	<p><i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes (Grab and Go); Critical Thinking questions (Grab and Go), Open ended questions with oral or written response</p>
<p><b>RI.2.3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>a. Build a foundation of background knowledge of historical events, scientific ideas or concepts, or steps in technical procedures to better comprehend text.</p>	<p><i>Journeys</i> Main Selections: Informational texts; SS/Science textbook; Internet resources</p>	<p><i>Journeys</i> Unit Tests; Weekly tests and quizzes (Grab and Go), SS/Science tests and quizzes; Class discussions; Book Reports</p>
<p><b>RI.2.4:</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>a. Analyze the meaning of words and phrases in context to develop vocabulary.</p>	<p>SS/Science teacher selected texts; <i>Journeys</i> Target Vocabulary in Context cards; <i>Journeys</i> Vocabulary Readers; <i>Saxon Math</i></p>	<p>Vocabulary Weekly tests and quizzes (Grab and Go); SS/Science tests and quizzes; <i>Saxon</i> Math tests</p>
<p><b>RI.2.5:</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>a. Understand and use the different text features for comprehension.</p>	<p><i>Journeys</i> Main Selections: Informational texts; <i>Scholastic News</i>; SS/Science teacher selected informational texts; <i>Journeys Practice Book</i></p>	<p><i>Journeys</i> Unit tests; Weekly tests and quizzes (Grab and Go); SS/Science quizzes and tests; Class discussion</p>

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<p><b>RI.2.6:</b> Identify the main purpose of a text, including what the author wants to answer, explain or describe.</p>	<p>a. Analyze the author's purpose in writing the selection.</p>	<p><i>Journeys</i> Main Selections; Informational texts; <i>Journeys Practice Book</i>; SS/Science teacher selected informational text</p>	<p><i>Journeys</i> Unit tests; Weekly Selection tests and quizzes (Grab and Go); Class discussions</p>
<p><b>RI.2.7:</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>a. Use graphic features to develop deeper comprehension.</p>	<p><i>Journeys</i> Main Selections: Informational texts; <i>Journeys</i> Paired Informational Selections; Internet Resources; SS/Science teacher selected read alouds; <i>Scholastic News</i></p>	<p><i>Journeys</i> Unit Tests; SS/Science quizzes and tests</p>
<p><b>RI.2.8:</b> Describe how reasons support specific points the author makes in a text.</p>	<p>a. Identify the specific claims in a text that support the author's viewpoint.</p>	<p>Teacher selected read alouds; <i>Scholastic News</i></p>	<p>Class discussions</p>
<p><b>RI.2.9:</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>a. Distinguish similarities and differences in texts based on the same topic.</p>	<p><i>Journeys</i> Informational Leveled Readers and guides; Internet resources; Teacher selected informational read alouds; Graphic Organizers</p>	<p>Class discussions; Graphic organizers</p>
<p><b>RI.2.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>a. Show an improvement in fluency and comprehension of grade level texts.</p>	<p><i>Journeys</i> Main Selections; <i>Journeys</i> Leveled Readers/Vocabulary Readers; Teacher selected informational text; <i>Scholastic News</i></p>	<p><i>STAR</i>; <i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes (Grab and Go); <i>DRA</i>; <i>DIBELS</i>; <i>Easycbm</i></p>

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<b>Speaking and Listening-SL</b>			
<p><b>SL.2.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>a. Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p><i>Journeys: All Units; Teacher made or prepared discussion questions</i></p>	<p>Informal observation of class participation in discussions (small and large group)</p>
	<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>		
	<p>c. Ask for clarification and explanation as needed about the topics and texts under discussion.</p>		
<p><b>SL.2.2:</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>a. Use information presented orally to show comprehension of text.</p>	<p><i>Journeys Units 1.4; 3.13, 3.15; 6.29; Think Central; Storyline Online; Internet resources, videos; Books on tape; Morning meeting message; Grade level read alouds</i></p>	<p>Class discussion; Open ended written responses</p>
<p><b>SL.2.3:</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>a. Ask for clarification and explanation as needed about the topics and texts under discussion.</p>	<p><i>Journeys Unit 1.1, 1.3; 2.7, 2.9; 3.12, 3.13; 4.16, 4.18-19; 6.26, 6.28; Field Trip presenters; Guest speakers; Student oral presentations; Sharing and Morning Meeting; Daily activities with directions</i></p>	<p>Teacher observation; Participation in class and small group discussions; Written assignments</p>
	<p>b. Use information presented orally to answer questions.</p>		
<p><b>SL.2.4:</b> Tell a story or recount an experience.</p>	<p>a. Use appropriate facts and relevant details in their retelling.</p>	<p><i>Journeys Units 1.4; 3.13, 3.15; 6.26, 6.29; Teacher modeling; Guided and informal discussion questions</i></p>	<p>Oral Presentation rubric; Teacher observation</p>
	<p>b. Speak audibly in coherent sentences.</p>		
<p><b>SL.2.5:</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>a. Produce audio recordings of stories or poems with adult support.</p>	<p>Computer graphics; Tape recorder and other recording devices; Drawing materials; Scanner</p>	<p>Presentation or Project rubrics</p>
	<p>b. Use illustrations to accompany the recording.</p>		
<p><b>SL.2.6:</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>a. Speak in complete sentences when appropriate.</p>	<p><i>Journeys - All units; Teacher modeling; Teacher made or prepared discussion questions</i></p>	<p>Teacher observation of student participation in class discussions and presentations</p>

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<b>Language=L</b>			
<b>L.2.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	a. Use collective nouns (e.g., <i>group</i> ).	Teacher selected resources; <i>Empowering Writers</i>	<i>Journeys</i> Unit test, <i>Journeys</i> Weekly Grammar Quiz (Grab and Go), <i>Empowering Writers</i> writing assignments
	b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	<i>Journeys</i> Unit 2.6; <i>Journeys Practice Book</i>	
	c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ).	Teacher selected resources	
	d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	<i>Journeys</i> Unit 5.23-25; <i>Journeys Practice Book</i>	
	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	<i>Journeys</i> Unit 5.21-22; 6.27; <i>Journeys Practice Book</i>	
	f. Produce, expand and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i> ).	<i>Empowering Writers</i> 2.6; 3.7; Teacher selected resources	
<b>L.2.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	a. Capitalize holidays, product names, and geographic names.	<i>Journeys</i> Units 2.7; 3.14; <i>Journeys Practice Book</i>	<i>Journeys</i> Unit test; <i>Journeys</i> Weekly Grammar Quiz (Grab and Go); Spelling Test
	b. Use commas in greeting and closings of letters.	<i>Journeys</i> Units 1.2; 3.11; Teacher selected resources; <i>Empowering Writers</i> 4.11; 7.8	
	c. Use an apostrophe to form contractions and frequently occurring possessives.	<i>Journeys</i> Unit 1.1; 2.10; 6.26, 6.28-29; <i>Journeys Practice Book</i> ; <i>Empowering Writers</i>	
	d. Generalize learned spelling patterns when writing words (e.g., <i>cage-badge; boy-boil</i> ).	<i>Journeys</i> : All units; <i>Journeys Practice Book</i>	
	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Teacher selected resources; Dictionaries; Word Wall	
<b>L.2.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	a. Demonstrate knowledge of formal English.	<i>Empowering Writers</i> - all lessons; Teacher selected resources	<i>Journeys</i> Unit tests; Writing Prompts; Writing assignments (Interdisciplinary); Weekly Editing and Revising assignments



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<p><b>L.2.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>a. Use sentence level context as a clue to the meaning of a word or phrase.</p>	<p><i>Journeys: All units; Journeys Vocabulary in Context cards;</i></p>	<p><i>Journeys Unit test; Journeys Weekly Vocabulary tests and quizzes (Grab and Go)</i></p>
	<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy; tell/retell</i>).</p>	<p><i>Journeys Unit 2.6; 3.11; 4.20; 5.24; Journeys Practice Book</i></p>	
	<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p><i>Journeys Units 1.5; 2.6, 2.8-10, 3.11; 4.16, 4.18; 5.22; Journeys Practice Book</i></p>	
	<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p><i>Journeys Unit 2.8; 3.15; Journeys Practice Book; Dictionary</i></p>	
	<p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words or phrases.</p>	<p><i>Journeys Unit 1.1-2; 3.13, 3.15; 5.21; 6.30; Journeys Practice Book; Dictionaries; Internet dictionary</i></p>	
<p><b>L.2.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy and juicy</i>).</p>	<p><i>Journeys Vocabulary in Context cards; Teacher selected resources; Empowering Writers</i></p>	<p>Teacher observation</p>
	<p>b. Distinguish shades of meaning among related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p><i>Journeys Unit 2.9; 4.17, 4.19; 5.24; 6.27, 6.29; Journeys Practice Book; Empowering Writers</i></p>	<p><i>Journeys Unit tests</i></p>
<p><b>L.2.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy.</i> ).</p>	<p>a. Increase vocabulary through written and oral language.</p>	<p><i>Journeys -All units; Empowering Writers</i></p>	<p>Class discussions; Open ended questions</p>

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<b>Writing=W</b>			
<b>W.2.1:</b> Write opinion pieces in which they introduce the topic or book they are writing about and state an opinion.	a. Create an organizational structure that lists reasons.	<i>Journeys</i> Units 3.11-15; <i>Empowering Writers</i> 1.4; 2.4, 2.10; 3.11; 4.11; 5.3; 6.2; 7.7	Writing prompt, Writing assignments, <i>Empowering Writers</i> assignments, Journal entries
	b. Provide reasons that support the opinion.		
	c. Use linking words and phrases (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons.		
	d. Provide a concluding statement or section.		
<b>W.2.2:</b> Write informative/explanatory texts in which they introduce a topic.	a. Use facts and definitions to develop points.	<i>Journeys</i> Units 2.6-10; <i>Empowering Writers</i> 1.3, 1.6-7; 2.3, 2.10; 3.1-2, 3.13; 4.3; 5.1, 5.7-9; 6.1-2; 7.3, 7.5, 7.7; 8.2-3; 9.3-4	Writing assignments; Writing Prompts; <i>Empowering Writers</i> assignments
	b. Provide a concluding statement or section.		
<b>W.2.3:</b> Write narratives in which they recount a well-elaborated event or short sequence of event. Include details to describe actions, thoughts, and feelings, and use temporal words to signal event order.	a. Include details to describe actions, thoughts, and feelings.	<i>Journeys</i> Units 1.1-5; <i>Empowering Writers</i> (old edition)	Narrative writing assignment; Grade level writing prompts; <i>Empowering Writers</i> activities
	b. Use temporal words and phrases to signal event order.		
<b>W.2.5:</b> With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing.	a. Plan, revise, edit, or rewrite as needed.	<i>Journeys</i> Unit 2.5; 4.16-20; <i>Empowering Writers</i> 3.6, 3.13; 4.8; 5.1, 5.3, 5.5-6, 5.9; 6.2; 7.4-5, 7.9; 8.2-4, 8.7; 9.3	<i>Empowering Writers</i> activities; Writing assignments; <i>Journeys</i> Weekly Editing and Revising assignments; Conferencing; Peer editing
<b>W.2.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	a. Use keyboarding skills to publish written assignments.	<i>Empowering Writers</i> 5.3, 5.9; 7.7; 8.2-4; Technology	Typed final draft of writing assignments
<b>W.2.7:</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	a. Use internet and print sources to find information on a topic.	<i>Journeys:</i> All units; <i>Empowering Writers</i> 2.3; 3.13; 4.7-8; 5.10; 7.3; 8.6-7; 9.2; Internet resources; Reference books; SS/Science textbooks	Research Project rubrics; Biography Book Reports

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<p><b>W.2.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>a. Take brief notes on sources and sort evidence into provided categories.</p>	<p><i>Empowering Writers</i> 2.3; 4.7-8; 5.10; 7.3; 8.6-7; Internet resources; Reference books; SS/Science textbooks</p>	<p><i>Empowering Writers</i> activities; Research project rubrics; Biography Book Reports; Class participation</p>
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## Woodstock Elementary ELA Curriculum

<b>Foundational Skills = RF</b>			
<b>RF.2.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	<i>Journeys</i> : All units; <i>Journeys Practice Book</i>	Teacher Observation; <i>Journeys</i> Unit tests, Weekly Selection tests and quizzes (Grab and Go)
	b. Know spelling-sound correspondences for additional common vowel teams.	<i>Journeys Practice Book</i>	
	c. Decode regularly spelled two-syllable words with long vowels.	<i>Journeys Practice Book</i>	
	d. Decode words with common prefixes and suffixes.	<i>Journeys</i> Unit 5.23-24; <i>Journeys Practice Book</i> ; Sound/Spelling Cards	
	e. Identify words with inconsistent but common spelling-sound correspondences.		
	f. Recognize and read grade-appropriate irregularly spelled words.	<i>Journeys</i> : All units; <i>Journeys Practice Book</i>	
<b>RF.2.4:</b> Read with sufficient accuracy and fluency to support comprehension.	a. Read grade- level text with purpose and understanding.	Grade level read alouds; <i>Journeys</i> : All units; <i>Journeys</i> Leveled/Vocabulary Readers; <i>Scholastic News</i> ;	Teacher Observation; <i>Journeys</i> Unit tests; Weekly Selection tests and quizzes; Fluency passages (Grab and Go); <i>DRA</i> ; <i>DIBELS</i> ; <i>STAR</i> ; Running Records
	b. Read grade- level text orally with accuracy, appropriate rate and expression.		
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

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<b>Third Grade:</b>			
<b>Standards</b>	<b>Students will:</b>	<b>Possible Resources (not limited to):</b>	<b>Assessments</b>
<b>Reading: Literature=RL</b>			
<b>RL.3.1:</b> Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	a. Use specific evidence from the text to answer questions through discussions and written responses.	<i>Journeys</i> Small Group Discussion Questions (Grab and Go); <i>Journeys</i> Whole Group Main Selection discussion questions; Teacher selected read alouds; Connection to Literature selections	<i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes (Grab and Go); Open ended questions; <i>DRA</i> ; <i>DIBELS</i>
	b. Make inferences based on textual evidence, through discussion and written responses.		
<b>RL.3.2:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	a. Identify the theme of a text through discussions and written responses.	<i>Journeys</i> : Units 2, 3, and 6; <i>Journeys</i> Leveled readers and guides	<i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes, Critical Thinking questions (Grab and Go); Oral discussion questions; Teacher observation
	b. Summarize the text.		
<b>RL.3.3:</b> Describe how characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	a. Describe a character, the setting or events in a story through discussion or written responses.	<i>Journeys</i> : Units 1, 2, 3 and 5; <i>Journeys</i> Leveled readers and guides	<i>Journeys</i> Unit tests; Weekly Selection tests and quizzes; Leveled Critical Thinking Questions (Grab and Go); Open ended questions
<b>RL.3.4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	a. Define and recognize vocabulary and phrases to show comprehension of text.	<i>Journeys</i> Target Vocabulary, Whole Group Main Discussions	Vocabulary worksheets; Weekly Vocabulary Quiz (Grab and Go)
<b>RL.3.5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	a. Understand the specific types of story structures.	<i>Journeys</i> : All units - Paired Selections; Read alouds such as <i>Bound for Oregon</i> ; Teacher Selected resources	Teacher Observation, Open ended questions
	b. Recognize how each part of a story, poem or drama affects what occurs before and after.		

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<p><b>RL.3.6:</b> Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>a. Determine the author's/characters' point of view in the story.</p>	<p><i>Journeys</i> Main Selection <i>Roberto Clemente: The Pride of the Pittsburgh Pirates</i>; Reader/Text Connection Picture Books</p>	<p>Weekly Selection tests and quizzes (Grab and Go); Class discussion; Open ended questions</p>
<p><b>RL.3.7:</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>a. Analyze the aspects of illustrations and how they contribute to the meaning of the text.</p>	<p><i>Journeys</i>: Units 1.11.3, 1.5; 2.6, 2.7, 2.9; 4.20; 5.21, 5.24; 6.28; <i>Journeys</i> Leveled Readers and guides</p>	<p>Weekly Selection tests and quizzes (Grab and Go); Open ended discussion questions; Critical thinking questions</p>
<p><b>RL.3.9:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>a. Compare/contrast two or more texts addressing similar themes or topics.</p>	<p><i>Journeys</i>: Making Connections text-to-text connection questions; <i>Journeys</i> Leveled Readers/Vocabulary Readers ; Comprehension questions (Grab and Go); Reader/Text Connection Picture Books/Worksheets</p>	<p><i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes (Grab and Go); Open ended questions; Reader/Text Connection picture books worksheets</p>
<p><b>RL.3.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the Grades 2-3 text complexity band independently and proficiently.</p>	<p>a. Show an improvement in fluency and comprehension of grade level texts.</p>	<p><i>Journeys</i> Main Selections; <i>Journeys</i> Leveled Readers/Vocabulary Readers; Grade appropriate novels; Study Island</p>	<p>STAR; Connecticut Mastery Test; <i>Journeys</i> Unit Tests; DRA</p>

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<b>Reading: Informational=RI</b>			
<b>RI.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	a. Use specific evidence from the text to answer questions through discussions and written responses.	<i>Journeys</i> : Units 1.5; 2.7, 2.10; 3.11, 3.14-15; 4.18; 5.21, 5.25; 6.28, 6.30; <i>Journeys</i> Small Group Discussion Questions (Grab and Go); <i>Journeys</i> Whole Group Main Selection Discussion Questions; Teacher selected non-fiction read alouds; Connection to Literature selections; SS/Science textbooks	<i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes (Grab and Go); Open ended questions; <i>DRA</i> ; <i>DIBELS</i> ; SS/Science tests and quizzes
	b. Make inferences based on textual evidence through discussions and written responses.		
<b>RI.3.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	a. Identify the main idea and supporting details in a text.	<i>Journeys</i> : Units 2.7, 2.10; 3.14; 4.20; 6.26, 6.30; <i>Journeys</i> Main Selections; Informational texts; SS/Science Textbooks	<i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes, Critical Thinking questions (Grab and Go); Open ended questions; SS/Science quizzes and tests
	b. Summarize the main idea and supporting details using note taking, outlining, and answering questions in the text.		
<b>RI.3.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	a. Use the text provided to explain events, procedures, ideas or concepts.	<i>Journeys</i> : Units 1.5; 2.7, 2.10; 3.11, 3.15; 4.16-18; 5.23, 5.25; 6.27, 6.29; SS/Science textbook, Internet resources	<i>Journeys</i> Unit Tests; Weekly tests and quizzes (Grab and Go); SS/Science tests and quizzes; Class discussions; Book Reports
<b>RI.3.4:</b> Determine the meaning of general academic and domain-specific words and phrases in text relevant to a <i>grade 3 topic or subject area</i> .	a. Analyze the meaning of words and phrases in context to develop vocabulary.	<i>Journeys</i> : Units 1.5; 2.7, 2.10; 3.11, 3.14-15; 4.17-18, 4.20; 5.22, 5.25; SS/Science textbook; <i>Journeys</i> Target Vocabulary; Grab and Go Vocabulary activities; <i>Journeys</i> Vocabulary Readers; Math textbook	Vocabulary Weekly tests and quizzes (Grab and Go); SS/Science tests and quizzes; Math tests
<b>RI.3.5:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	a. Understand and use the different text structures for comprehension.	<i>Journeys</i> : Units 1.4; 2.8, 2.10; 3.14-15; 4.17-18; 5.22, 5.25; Related materials; SS/Science textbooks; SS/Science supplemental materials	<i>Journeys</i> Unit tests; Weekly Selection tests and quizzes (Grab and Go); SS/Science quizzes and tests; Open ended questions; Class discussion

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<p><b>RI.3.6:</b> Distinguish their own point of view from that of the author of a text.</p>	<p>a. Compare and contrast their own point of view to that of the author.</p>	<p><i>Journeys</i> Main Selection: <i>Young Thomas Edison</i>; <i>Journeys</i> Leveled Readers/Vocabulary Readers; SS/Science textbook; SS/Science supplemental materials ; Non-fiction stories; Internet resources; Graphic organizers</p>	<p><i>Journeys</i> Critical Thinking questions (Grab and Go); Class discussion</p>
<p><b>RI.3.7:</b> Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>a. Use graphic features to develop deeper comprehension.</p>	<p><i>Journeys</i>: Units 1.3-5, 2.7, 2.10; 3.13, 3.15; 4.17-19; 5.22, 5.24, 5.25; 6.26-27; <i>Journeys</i> Connect Selections; Internet Resources; SS/Science textbooks; SS/Science supplemental materials; Graphic organizers</p>	<p><i>Journeys</i> Unit Tests; Critical Thinking questions (Grab and Go); SS/Science/Math tests and quizzes; Graphic organizers</p>
<p><b>RI.3.8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>a. Use the text to sequence important events in the story in order to draw comparisons.</p>	<p><i>Journeys</i>: Units 1.5; 2.7, 2.10; 3.14-15; 4.17, 4.18, 4.20; 5.22, 5.25; 6.27; <i>Journeys</i> Leveled Readers; SS/Science textbook; SS/Science supplemental materials</p>	<p>Weekly Selection tests and quizzes (Grab and Go); Open ended questions; Class discussions</p>
<p><b>RI.3.9:</b> Compare and contrast the most important points and key details presented by two texts on the same topic.</p>	<p>a. Distinguish similarities and differences in texts based on the same topic.</p>	<p><i>Journeys</i>: Units 1.1, 1.4; 2.7, 2.10; 3.14; 4.17; 5.22; 6.27; <i>Journeys</i> Leveled Readers; Internet resources; SS/Science textbooks; Teacher selected read alouds; Graphic Organizers</p>	<p>Critical Thinking questions (Grab and Go); Graphic organizers</p>
<p><b>RI.3.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2-3 text complexity band independently and proficiently.</p>	<p>a. Show an improvement in fluency and comprehension of grade level texts.</p>	<p><i>Journeys</i>: All units; <i>Journeys</i> Leveled Readers/Vocabulary Readers; SS/Science textbooks; Study Island</p>	<p><i>STAR</i>; Connecticut Mastery Test; <i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes (Grab and Go); <i>DRA</i>; <i>DIBELS</i>; <i>Easychm</i></p>



## Woodstock Elementary ELA Curriculum

<b>Speaking and Listening-SL</b>			
<p><b>SL.3.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics, and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Classroom discussions; <i>Journeys</i> Audio recordings; Teacher made or prepared discussion questions</p>	<p>Teacher observation of verbal and written responses</p>
	<p>b. Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>		
	<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>		
	<p>e. Explain their own ideas and understanding in light of the discussion.</p>		
<p><b>SL.3.2:</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>a. Using the key information presented orally in the text or other media formats to determine main idea and details.</p>	<p>Internet resources; Videos; Grade level read alouds</p>	<p>Teacher observation of verbal and written responses</p>
<p><b>SL.3.3:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>a. Recall important orally presented information to demonstrate comprehension.</p>	<p>Field Trip presenters; Guest speaker; Student oral presentations</p>	<p>Teacher observation; Participation in class and small group discussions; Written assignments</p>
<p><b>SL.3.4:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>a. Present ideas orally, using enunciation and speaking fluently with adequate volume.</p>	<p>Oral presentation rubrics; Teacher modeling</p>	<p>Oral Presentation rubric; Peer and Teacher evaluation</p>
<p><b>SL.3.5:</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>a. Use technology and other audio/ visual displays to enhance presentations.</p>	<p>Computer graphics and other Power Point options; Presentation or Project rubrics</p>	<p>Presentation or Project rubrics</p>

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<b>SL.3.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	a. Change their speech patterns to match the task and situation.	Teacher Modeling	Teacher observation of student participation in class discussions and presentations
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## Woodstock Elementary ELA Curriculum

<u>Language=L</u>		
<p><b>L. 3.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</p>	<p>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.</p>	<p><i>Journeys: Units 1.1,1.2, 1.4; 2.6.2.9.10; 3.11, 3.12, 3.15; 4. 16-19; 5. 21, 5.24; 6. 29; Journeys Practice Book; Empowering Writers</i></p>
	<p>b. Form and use regular and irregular plural nouns.</p>	<p><i>Journeys: Unit 1.5; 3.11; Journeys Practice Book; Empowering Writers</i></p>
	<p>c. Use abstract nouns (e.g., childhood).</p>	<p><i>Journeys: Unit 3.15; Journeys Practice Book; Empowering Writers</i></p>
	<p>d. Form and use regular and irregular verbs.</p>	<p><i>Journeys: Unit 2.7; 4.18; 5.23-24; Journeys Practice Book; Empowering Writers</i></p>
	<p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p>	<p><i>Journeys: Unit 2.7; 3.12; 3.15; Journeys Practice Book; Empowering Writers</i></p>
	<p>f. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p><i>Journeys Unit 2.13-14; 3.18-19; Journeys Practice Book; Empowering Writers</i></p>
	<p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p><i>Journeys Unit 1.2; 4.17; 5.23-25; 6.30; Journeys Practice Book; Empowering Writers</i></p>
	<p>h. Use coordinating and subordinating conjunctions.</p>	<p><i>Journeys Unit 1.1, 1.4, 1.5; 2.6, 2.8, 2.10; 4.17; 6.27; Journeys Practice Book; Empowering Writers</i></p>
	<p>i. Produce simple, compound, and complex sentences</p>	<p><i>Journeys Unit 1.3, 1.5; 2.8, 2.10; 3.13; 4.17; 6.27; Journeys Practice Book; Empowering Writers</i></p>
		<p><i>Journey Unit tests; Journeys Weekly Grammar Quiz (Grab and Go); Editing and Revising assignments; Empowering Writers writing assignments</i></p>

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<p><b>L.3.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>a. Capitalize appropriate words in titles.</p>	<p><i>Journeys: Units 4.16; 5.22, 5.25; Journeys Practice Book; Empowering Writers</i></p>	<p><i>Journeys Weekly Grammar Quiz (Grab and Go), Empowering Writers writing assignments</i></p>
	<p>b. Use commas in addresses.</p>	<p><i>Journeys: Units 1.2; 4.16, 6.27; Journeys Practice Book; Empowering Writers</i></p>	
	<p>c. Use commas and quotation marks in dialogue.</p>	<p><i>Journeys: Units 1.3; 5.23; 6.26; Journeys Practice Book; Empowering Writers</i></p>	
	<p>d. Form and use possessives.</p>	<p><i>Journeys: Units 5.21; 6.29; Journeys Practice Book; Empowering Writers; Supplemental materials</i></p>	
	<p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p><i>Journeys: Units 1.5; 2.6, 2.8, 2.10; 3. 12-13, 4.17, 4.20; 5.23, 5.25; 6.28-29; Journeys Practice Book; Empowering Writers</i></p>	
	<p>f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns ending rules, meaningful word parts</i>) in writing words.</p>	<p><i>Journeys: Units 1. 1-5; 2. 7, 2.9-10; 3. 11, 3.14-15; 4. 16, 4.18-19; 5. 21-22; 6. 26-27, 6.30; Journeys Practice Book; Empowering Writers</i></p>	<p>Weekly Spelling tests</p>
	<p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><i>Journeys: Units 2.6, 2.8; 4.20; Journeys Practice Book; Dictionaries</i></p>	

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<p><b>L.3.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>a. Choose words and phrases for effect.</p>	<p><i>Journeys</i>: Units 1.1-3; 2.6, 2.8; 3.11-12, 3.15; 4.16-18; 5. 21-22, 5.25; 6. 26, 6.28; <i>Journeys Practice Book</i>; <i>Empowering Writers</i></p>	<p><i>Journeys</i> Unit tests; Weekly Selection tests and quizzes (Grab and Go); Writing assignments (Interdisciplinary); Weekly Editing and Revising assignments</p>
	<p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p><i>Journeys</i>: Units 1.5; 2.10; 3.15; <i>Empowering Writers</i></p>	<p>Writing assignments</p>
<p><b>L.3.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>a. Use sentence level context as a clue to the meaning of a word or phrase.</p>	<p><i>Journeys</i>: Units 1.1-4; 2. 6-9; 3.11-14; 4. 17-19; 5.21-23; 6. 27; <i>Journeys Practice Book</i>; <i>Empowering Writers</i></p>	<p><i>Journeys</i> Weekly Vocabulary quiz (Grab and Go),</p>
	<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p>	<p><i>Journeys</i>: Units 1.5; 2.6; 3.11, 3.14; 4.17, 4.19-20; 5.21-23; 6.26, 6.29; <i>Journeys Practice Book</i>; <i>Empowering Writers</i></p>	<p><i>Journeys</i> Weekly Vocabulary Quiz (Grab and Go); <i>Journeys</i> Unit tests</p>
	<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p>	<p><i>Journeys</i>: Units 4.20; 6.28; <i>Journeys Practice Book</i>; Dictionary</p>	<p><i>Journeys</i> Weekly Vocabulary Quiz</p>
	<p>d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words or phrases.</p>	<p><i>Journeys</i>: Units 2.7-10; 3.11; 4.16-17, 4/19-20; 5. 21-23; <i>Journeys Practice Book</i>; Dictionaries, Internet dictionary; <i>Empowering Writers</i></p>	<p><i>Journeys</i> Weekly Vocabulary quiz (Grab and Go)</p>

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<b>L.3.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	<i>Journeys</i> : Units 1.4; 2.8, 2.10; 3.12-13, 3.15; 4.18, 4.20; 5.24-25; <i>Journeys Practice Book</i> ; <i>Empowering Writers</i>	<i>Journeys</i> Weekly quizzes and tests (Grab and Go);
	b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i> ).	<i>Journeys</i> : All Units; <i>Journeys Practice Book</i> ; <i>Empowering Writers</i>	<i>Empowering Writers</i> assignments, <i>Journeys</i> Critical Thinking questions (Grab and Go)
	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	<i>Journeys</i> : Units 3.15; 6.26; <i>Journeys Practice Book</i> ; <i>Empowering Writers</i>	<i>Journeys</i> Weekly quizzes and tests (Grab and Go)
<b>L.3.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases.	a. Demonstrate an understanding of words that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	<i>Journeys</i> : All Units except 1.5; 2.10; 4.20; SS/Science/Math textbooks; <i>Empowering Writers</i>	Expository writing essays; Class discussions; Open ended questions

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<b>Writing=W</b>			
<b>W.3.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<i>Empowering Writers</i> 1.1, 1.5, 1.8; 2.7-8; 3.8, 3.12; 4.1; 5.1; 6.5; 7.2-3; 8.6-7	Writing prompt, Writing assignments; <i>Empowering Writers</i> assignments; Journal entries
	b. Provide reasons that support the opinion.		
	c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.		
	d. Provide a concluding statement or section.		
<b>W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<i>Empowering Writers</i> 1.1, 1.4, 1.7-8; 2.2; 3.2, 3.12; 4.1-2, 4.7-8; 5.1, 5.3-7, 5.10; 6.1-3, 6.5; 7.1, 7.3, 7.5; 8.6-7; 9.1-2, 9.7; SS/Science textbooks; Reference books; Internet resources	Writing assignments; Writing Prompts; Open ended content area questions; Worksheets
	b. Develop the topic with facts, definitions and details.		
	c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.		
	d. Provide a concluding statement or section.		
<b>W.3.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Grade level writing prompts; <i>Empowering Writers</i> 1.1-4, 1.8; 2.1, 2.5-6, 2.10; 3.5, 3.8-9, 3.11-12; 4.1, 4.5-6, 4.9-10; 5.8; 6.6-7; 7.7; 8.2, 8.4, 9.5	Narrative writing assignment; Grade level writing prompts; <i>Empowering Writers</i> activities.
	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters.		
	c. Use temporal words and phrases to signal event order.		
	d. Provide a sense of closure.		
<b>W.3.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	(Grade specific expectations for writing types are defined in standards 1-3 above.)	<i>Empowering Writers</i> 1.5; 2.5; 3.1, 3.8; 4.6-9; 5.3-7; 5.10; 6.1-7; 7.1; 8.2, 8.4, 8.5; 9.2-3, 9.6-7	Writing assignments; Writing Prompts; Open ended content area questions

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<p><b>W.3.5:</b> With guidance and support from peers and adults, develop and strengthen writing.</p>	<p>a. Plan, revise, edit, or rewrite as needed.</p>	<p><i>Empowering Writers</i> 2.5, 2.9; 3.8, 3.11, 3.13; 4.6-9; 5.4-7, 5.9-10; 6.1-3, 6.5-7; 7.1; 8.2, 8.4-5; 9.2-3, 9.6-7</p>	<p><i>Empowering Writers</i> activities; Writing assignments; <i>Journeys</i> Weekly Editing and Revising assignments; Conferencing; Peer editing</p>
<p><b>W.3.6:</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with peers.</p>	<p>a. Use keyboarding skills to publish written assignments.</p>	<p><i>Empowering Writers</i> 4.9; 5.10; 7.3; 8.6-7; 9.2; Internet resources</p>	<p>Typed final draft of writing assignments</p>
<p><b>W.3.7:</b> Conduct short research projects that build knowledge about a topic.</p>	<p>a. Use internet and print sources to find information on a topic.</p>	<p><i>Empowering Writers</i> 2.3; 3.13; 4.7-8; 5.10; 7.3; 8.6-7; 9.2; Internet resources; Reference books; SS/Science textbooks</p>	<p>Research Project rubrics; Biography Book Reports</p>
<p><b>W.3.8:</b> Recall information from experiences or gather information from print and digital sources.</p>	<p>a. Take brief notes on sources and sort evidence into provided categories.</p>	<p><i>Empowering Writers</i> 2.3; 4.7-8; 5.10; 7.3; 8.6-7; Internet resources; Reference books; SS/Science textbooks</p>	<p><i>Empowering Writers</i> activities; Research Project rubrics; Biography Book Reports; Class participation</p>
<p><b>W.3.9:</b> (Begins in Grade 4)</p>			
<p><b>W.3.10:</b> Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks.</p>		<p><i>Empowering Writers</i> Months 5.7; 6.6-7; 7.3; 8.2, 8.4; 9.7;</p>	<p><i>Empowering Writers</i> activities, Writing Prompts, Journal entries, Writing assignments</p>



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<b>Foundational Skills = RF</b>			
<b>RF.3.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	a. Identify and know the meaning of the most common prefixes and derivational suffixes.	<i>Journeys</i> : Units 1.5; 2.6; 3.11, 3.14; 4.17, 4.19, 4.20; 5.21-25; 6.26, 6.29; <i>Journeys Practice Book</i>	Teacher Observation; <i>Journeys</i> Unit tests; <i>Journeys</i> Weekly tests and quizzes (Grab and Go)
	b. Decode words with common Latin suffixes.	<i>Journeys</i> : Units 2.6; 5.25; 6.26; <i>Journeys Practice Book</i>	
	c. Decode multi-syllable words.	<i>Journeys</i> : Units 1.1-4; 2.6-9; 3.11-14; 4.16-19; 5.21-24; 6.26-27, 6.29-30; <i>Journeys Practice Book</i>	
	d. Read grade-appropriate irregularly spelled words.	<i>Journeys</i> : Units 2.8, 2.10; 3.15; 4.16; 6.28	
<b>RF.3.4:</b> Read with sufficient accuracy and fluency to support comprehension.	a. Read grade-level text with purpose and understanding.	<i>Journeys</i> : Units 1.2; 3.11; 4.16; 6.28; Content textbooks; Grade level read alouds; <i>Journeys</i> Leveled/Vocabulary Readers	Teacher Observation; <i>Journeys</i> Unit tests; <i>Journeys</i> Weekly quizzes and tests, Fluency passages (Grab and Go)
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.	<i>Journeys</i> : Units 1.1, 1.3-5; 2.6-9; 3.12-15; 4.16-19; 5.21, 5.23-25; 6.26-30	
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Journeys</i> : Units 1.3; 2.10; 3.14; 5.24; 6.26	

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<b>Fourth Grade:</b>			
<b>Standards</b>	<b>Students will:</b>	<b>Possible Resources (not limited to):</b>	<b>Assessments</b>
<b>Reading: Literature=RL</b>			
<b>RL.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	a. Use specific evidence from the text to answer questions through discussions and written responses.	<i>Journeys</i> Small Group Discussion Questions (Grab and Go); <i>Journeys</i> Whole Group Main Selection Discussion Questions; Teacher Selected Read Alouds; Connection to Literature Selections	<i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes (Grab and Go); Open ended questions (Think Central); <i>DRA</i> ; <i>DIBELS</i>
	b. Make inferences based on textual evidence, through discussion and written responses.		
<b>RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text..	a. Identify the theme of a text through discussions and written responses.	<i>Journeys</i> Main Selections: <i>The Power of WOW!</i> (Unit 1); <i>The World According to Humphrey</i> (Unit 5); Literature Circles	<i>Journeys</i> Unit Tests, Weekly Selection tests and quizzes (Grab and Go);Open ended questions (Think Central); Literature Circle role sheets; Oral discussion questions; Book Reports
	b. Summarize the text.		
<b>RL.4.3:</b> Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	a. Describe a character, the setting or events in a story through discussion or written responses.	<i>Journeys</i> Main Selections: <i>Storm Along</i> (Unit 1); <i>Me and Uncle Romie</i> (Unit 2); <i>Moon Runner</i> (Unit 3)	<i>Journeys</i> Unit test; Weekly Selection tests and quizzes (Grab and Go); Open ended questions (Think Central)
<b>RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	a. Define and recognize vocabulary and phrases to show comprehension of text.	<i>Journeys</i> Target Vocabulary; Whole Group Main Discussion Questions: <i>Me and Uncle Romie</i> (Unit 2); <i>Harvesting Hope</i> (Unit 4); Teacher Selected Read Alouds	Grab and Go Vocabulary; Weekly Vocabulary Quiz (Grab and Go)
<b>RL.4.5:</b> Explain major differences between poems, drama and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	a. Compare and contrast drama, poetry and prose.	<i>Journeys</i> Main Selections: <i>The Power of WOW!</i> (Unit 1), <i>Journeys</i> Connections: Poetry/Drama selections	Teacher Observation; Open ended questions
	b. Understand the meaning of verse, rhythm and meter.		
	c. Understand the importance of the elements in a drama through discussion and written response.		

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<p><b>RL.4.6:</b> Compare and contrast the point of view for which different stories are narrated.</p>	<p>a. Determine the author's/characters' point of view in the story, understanding the difference between 1st- and 3rd-person narration.</p>	<p><i>Journeys</i> Main Selections: <i>Once Upon a Cool Motorcycle Dude</i> (Unit 2); <i>Dear Mr. Winston</i> (Unit 4); <i>The World According to Humphrey</i> (Unit 5); Skill reinforcing activities</p>	<p><i>Journeys</i> Weekly Selection tests and quizzes (Grab and Go); Class discussion; Open ended questions</p>
<p><b>RL.4.7:</b> Make connections between the text of a story or drama and visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>a. Appropriately read text based on specific directions in a drama, or the intended feeling of a character. b. Interpret provided illustrations and relate them back to the text.</p>	<p>Teacher Modeling; <i>Journeys</i>: All units; <i>Journeys</i> Leveled readers; Teacher selected read alouds</p>	<p><i>Journeys</i> Fluency assessments; <i>DRA</i>; Teacher observation of small group reading</p>
<p><b>RL.4.9:</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>a. Compare/contrast two or more texts addressing similar themes or topics.</p>	<p>Literature Circles; <i>Journeys</i> Making Connections text-to-text connection questions; <i>Journeys</i> Leveled readers/Vocabulary readers and guides; Comprehension questions (Grab and Go); Strand C Picture books and supplements</p>	<p><i>Journeys</i> Unit Tests; <i>Journeys</i> Weekly Selection tests and quizzes (Grab and Go); Open ended questions; Literature Circle role sheets; Strand C supplements</p>
<p><b>RL.4.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>a. Show an improvement in fluency and comprehension of grade level texts.</p>	<p><i>Journeys</i> Main Selections; <i>Journeys</i> Leveled readers/Vocabulary readers; Grade appropriate novels; <i>Study Island</i></p>	<p><i>STAR</i>; Connecticut Mastery Test; <i>Journeys</i> Unit Test; <i>DRA</i></p>

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<b>Reading: Informational=RI</b>			
<b>RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	a. Use specific evidence from the text to answer questions through discussions and written responses.	<i>Journeys</i> Small Group Discussion Questions (Grab and Go); <i>Journeys</i> Whole Group Main Selection discussion questions; Teacher selected read alouds; Connection to Literature Selections; SS/Science textbooks	<i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes (Grab and Go); Open ended questions (Think Central); <i>DRA</i> ; <i>DIBELS</i> ; SS/Science tests and quizzes
	b. Make inferences based on textual evidence through discussions and written responses.		
<b>RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details.	a. Identify the main idea and supporting details in a text.	<i>Journeys</i> Main Selections: <i>Ecology for Kids</i> (Unit 3); <i>Sacajawea</i> (Unit 4); Lesson 27 (Unit 6); SS/Science textbooks	<i>Journeys</i> Unit Tests; Weekly Selection tests and quizzes (Grab and Go); Open ended questions; SS/Science quizzes and tests
	b. Summarize the main idea and supporting details using note taking, outlining, and answering questions in the text.		
<b>RI.4.3:</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	a. Use the text provided to explain events, procedures, ideas or concepts.	SS/Science textbook; Internet resources	Science Project performance assessment rubrics; Social Studies project rubrics; SS/Science tests and quizzes; Class discussions
<b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words and phrases in text relevant to a <i>grade 4 topic or subject area</i> .	a. Analyze the meaning of words and phrases in context to develop vocabulary.	SS/Science textbook; <i>Journeys</i> Target Vocabulary; Grab and Go Vocabulary; <i>Journeys</i> Vocabulary readers	<i>Journeys</i> Vocabulary weekly quiz (Grab and Go); SS/Science tests and quizzes
<b>RI.4.5:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	a. Understand and use different text structures for comprehension.	<i>Journeys</i> : All Informational Main Selections and related materials; SS/Science textbooks	<i>Journeys</i> Weekly Selection tests and quizzes (Grab and Go); SS/Science quizzes and tests; Open ended questions; Class discussion

## Woodstock Elementary ELA Curriculum

<p><b>RI.4.6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic, describe the differences in focus and information provided.</p>	<p>a. Compare and contrast the purpose and point of view of each text/account and how it affects the content.</p>	<p>SS/Science textbook; Non-fiction stories and accounts; Internet resources; Graphic organizers</p>	<p>Open ended questions; Class discussion</p>
<p><b>RI.4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>a. Use graphic features to develop deeper comprehension.</p>	<p><i>Journeys</i> Main Selections: <i>Life and Times of an Ant</i> (Unit 3); <i>The Ever-Living Tree</i> (Unit 5); all of Unit 6; <i>Journeys</i> Connect Selections; Internet Resources; SS/Science textbooks</p>	<p>Class discussions; <i>Journeys</i> Unit Test; SS/Science project performance assessment rubric</p>
<p><b>RI.4.8:</b> Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>a. Use the text to locate information in order to support a particular point through discussion and written response.</p>	<p>SS/Science textbook; <i>Journeys</i>: All Informational Main Selections</p>	<p><i>Journeys</i> Weekly Selection tests and quizzes (Grab and Go); Open ended questions; Class discussions</p>
<p><b>RI.4.9:</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>a. Organize information from several texts in order to build meaning about a topic.</p>	<p>Internet resources; Reference books; SS/Science textbooks; Non-fiction trade books; <i>Empowering Writers</i></p>	<p>Expository writing essays; Project rubrics; Presentation rubrics; Book Reports</p>
<p><b>RI.4.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>a. Show an improvement in fluency and comprehension of grade level texts.</p>	<p><i>Journeys</i> Main Selections; <i>Journeys</i> Leveled readers/Vocabulary readers; SS/Science textbooks; <i>Study Island</i></p>	<p>STAR; Connecticut Mastery Test; <i>Journeys</i> Unit Tests; <i>Journeys</i> Weekly Selection tests and quizzes (Grab and Go); DRA</p>

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<b>Speaking and Listening-SL</b>			
<p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics, and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Literature Circle role sheets; Teacher made or prepared discussion questions</p>	<p>Teacher observation of verbal responses</p>
	<p>b. Follow agreed upon rules for discussions, and carry out assigned roles.</p>		
	<p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>		
	<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>		
<p><b>SL.4.2:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.</p>	<p>a. Orally paraphrase the key information presented in the text or other media formats.</p>	<p>Internet resources; Videos; Grade level read alouds</p>	<p>Teacher observation of verbal responses</p>
<p><b>SL.4.3:</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>a. Orally express a speaker's points and how each claim is supported .</p>	<p>Field Trip presenters; Guest speakers; Student oral presentations</p>	<p>Teacher observation; Participation in class and small group discussions</p>
<p><b>SL.4.4:</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>a. Present ideas orally using enunciation and speaking fluently with adequate volume.</p>	<p>Oral presentation rubrics; Teacher modeling</p>	<p>Oral Presentation rubrics; Peer and Teacher evaluation</p>
<p><b>SL.4.5:</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>a. Use technology and other visual displays to enhance presentations.</p>	<p>Computer graphics and other Power Point options</p>	<p>Presentation or project rubrics</p>

## Woodstock Elementary ELA Curriculum

<p><b>SL.4.6:</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.</p>	<p>a. Change their speech patterns to match the task and situation.</p>	<p>Teacher modeling</p>	<p>Teacher observation of student participation in class discussions and presentations</p>
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## Woodstock Elementary ELA Curriculum

<b>Language=L</b>			
<b>L.4.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</b>	a. Use relative pronouns ( <i>who, whom, whose, which that</i> ) and relative adverbs ( <i>where, when, why</i> ).	<i>Journeys: Units 2.10; 4.17; 5.25; 6.29-30; Journeys Practice Book; Empowering Writers; Daily Oral Language</i>	<i>Journeys Weekly Grammar Quiz (Grab and Go); Empowering Writers writing assignments</i>
	b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb phrases.	<i>Journeys: Units 2.6; 3.15; Journeys Practice Book</i>	
	c. Use modal auxiliaries (e.g., can, must, may) to convey various conditions.	<i>Journeys: Unit 2.10; Journeys Practice Book</i>	
	d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<i>Journeys: Unit 4.20; Journeys Practice Book</i>	
	e. Form and use prepositional phrases.	<i>Journeys: Unit 4.18; Journeys Practice Book</i>	
	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<i>Journeys: Unit 1.1, 1.5; Journeys Practice Book</i>	
	g. Correct frequently confused words (e.g., to, too, two; there, their).	<i>Journeys: Units 3.15; 4.18</i>	
<b>L.4.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</b>	a. Use correct capitalization.	<i>Journeys: Units 3.11; 5.23, 5.25; 6.28; Journeys Practice Book; Daily Oral Language</i>	<i>Journeys Weekly Grammar Quiz (Grab and Go); Empowering Writers writing assignments</i>
	b. Use commas and quotation marks to mark direct speech and quotations from a text.	<i>Journeys: Units 5.23; 6.28; Journeys Practice Book; Daily Oral Language</i>	
	c. Use a comma before a coordinating conjunction in a compound sentence.	<i>Journeys: Unit 1.4; Journeys Practice Book; Daily Oral Language</i>	
	d. Spell grade appropriate words correctly, consulting references as needed.	<i>Journeys: All Units; Journeys Practice Book; Daily Oral Language</i>	Weekly Spelling Tests
<b>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>	a. Choose words and phrases to convey ideas precisely.	<i>Journeys: Units 1.2; 2.6, 2.8, 2.10; 3.15; 4.18; 6.26; Empowering Writers; Journeys Practice Book</i>	Writing assignments (Interdisciplinary)
	b. Choose punctuation for effect.	<i>Journeys: Units 1.3; 2.7; 5.25; Empowering Writers</i>	Writing assignments (Interdisciplinary)
	c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussions).	<i>Journeys Units 1.5; 4.17; Teacher modeling</i>	Teacher observation of student participation in class discussions and presentations; Writing assignments (Interdisciplinary)



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<p><b>L.4.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>a. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><i>Journeys</i>: Units 1.3; 4.16, 4.20; <i>Journeys Practice Book</i>; SS/Science textbooks; Grab and Go</p>	<p><i>Journeys</i> Weekly Vocabulary quiz</p>
	<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p><i>Journeys</i>: Units 1.1; 2.7; 3.13; 5.25; 6.26, 6.30; <i>Journeys Practice Book</i>; Grab and Go</p>	<p>Weekly Vocabulary Quiz; <i>Journeys</i> Unit test</p>
	<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify the precise meaning of key words or phrases.</p>	<p><i>Journeys</i>: Units 1.5; 2.7, 2.9; 3.12, 3.15; 4.18, 4.20; 5.22; 6.29; <i>Journeys Practice Book</i>; Grab and Go; Dictionary</p>	<p>Weekly Vocabulary Quiz</p>
<p><b>L.4.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p><i>Journeys</i>: Units 1.3; 2.10; 3.11, 3.13; 5.23</p>	<p><i>Journeys</i> Making Connections</p>
	<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><i>Journeys</i>: Units 2.8; 4.14, 4.19-20; 5.21-22; <i>Journeys Practice Book</i>; Grab and Go, <i>Empowering Writers</i></p>	<p><i>Empowering Writers</i> assignments; <i>Journeys</i> Weekly Vocabulary Test</p>
	<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><i>Journeys</i>: Units 2.9-10; 3.12; 4.18-19; 6.27; <i>Journeys Practice Book</i>; Grab and Go</p>	<p><i>Journeys</i> Weekly Vocabulary quiz</p>
<p><b>L.4.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases.</p>	<p>a. Demonstrate an understanding between words that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><i>Journeys</i>: Units 1.2; 2.7-8, 2.10; 3.11, 3.14-15; 5.22-23; SS/Science textbooks; <i>Empowering Writers</i></p>	<p>Expository writing essays; Class discussions; Open ended questions</p>

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<b>Writing=W</b>			
<p><b>W.4.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement for section related to the opinion presented.</p>	<p><i>Empowering Writers:</i> 1.1, 1.10; 3.13; 4.3; 5.7, 5.12; 7.3, 7.7; 8.4, 8.7; 9.3, 9.4; <i>Empowering Writers;</i> Online resources</p>	<p>Writing prompt; Writing assignments; <i>Empowering Writers</i> assignments</p>
<p><b>W.4.2:</b> Write informative/explanatory text to examine a topic and convey ideas clearly.</p>	<p>a. Introduce a topic clearly and group related information in paragraphs and sections, include formatting (e.g., headings), illustrations, and multimedia when useful to adding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><i>Empowering Writers:</i> 1.1-8; 2.1-2, 2.4-6, 2.15; 3.1-3, 3.12; 4.1, 4.10, 4.12; 5.1, 5.3-6, 5.10-11; 6.6-12; 7.4-5; 8.1-3, 8.7; 9.1, 9.3-4; SS/Science textbooks; Non-fiction books; Technology and Internet resources; <i>Empowering Writers:</i> online resources</p>	<p>Writing assignments; Writing Prompts; Open ended content area questions; Book Reports</p>
<p><b>W.4.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transition words and phrases to <u>manage the sequence of events</u>.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences and events.</p>	<p><i>Empowering Writers:</i> 1.1-4; 2.1, 2.3, 2.9-12, 2.14, 2.15; 3.3-6, 3.8-10, 3.14; 4.2, 4.5-9; 5.3, 5.8-9; 6.1-5; 7.1-2; 8.5-6; 9.2-4; <i>Empowering Writers:</i> Online resources</p>	<p>Narrative writing assignment; Writing prompts; <i>Empowering Writers</i> activities.</p>

## Woodstock Elementary ELA Curriculum

<p><b>W.4.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>a. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><i>Empowering Writers:</i> 2.7; 3.1, 3.8, 3.14; 4.3-4, 4.9, 4.12; 5.1-2, 5.4-6, 5.9-10; 7.2, 7.4; 8.2-3, 8.5; 9.2</p>	<p>Writing assignments; Writing Prompts; Open ended content area questions</p>
<p><b>W.4.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed.</p>	<p>a. Plan, revise, edit, or rewrite as needed.</p>	<p><i>Empowering Writers:</i> 2.7, 2.13; 3.6, 3.8, 3.12, 3.14; 4.3-4, 4.9, 4.12; 5.1-2, 5.4-6, 5.9-10; 7.2, 7.4; 8.2-3, 8.5; 9.2; <i>Daily Oral Language</i></p>	<p><i>Empowering Writers</i> activities; Writing assignments; <i>Journeys</i> Unit Tests; Peer editing</p>
<p><b>W.4.6:</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.</p>	<p>a. Use keyboarding skills to publish written assignments.</p>	<p>Online typing resources; Internet; Power Point; <i>Empowering Writers:</i> 7.2, 7.4; 8.2-3</p>	<p>Published final draft of writing assignments</p>
<p><b>W.4.7:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>		<p>Internet resources; Reference books; SS/Science textbooks; <i>Empowering Writers:</i> 2.4; 3.1-2, 3.11; 7.5; 8.3</p>	<p>Project rubrics; Book Reports; Research report rubric</p>
<p><b>W.4.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take brief notes on sources; take notes and categorize information, and provide a list of sources.</p>	<p>a. Draw on several sources to find information related to a research topic.</p>	<p><i>Empowering Writers:</i> 2.4; 3.1; 4.10; 7.5; 8.3; Internet resources; Reference books; SS/Science textbooks</p>	<p>Project rubrics; Book Reports; Research report rubric; Class discussions</p>
	<p>b. Use internet resources effectively.</p>		
	<p>c. Follow a standard format for citation.</p>		
<p><b>W.4.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>a. Apply Grade 4 reading standards to literature (e.g., "Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].")</p>	<p><i>Journeys</i> Leveled readers; <i>Journeys</i> Main Selections; <i>Empowering Writers:</i> 2.1, 2.4; 3.1; 7.4-5; 8.3; Internet resources; Reference books; SS/Science textbooks</p>	<p>Project rubrics; Book Reports; Research report rubric; Open ended comprehension questions</p>
	<p>b. Apply Grade 4 reading standards to informational text (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").</p>		
<p><b>W.4.10:</b> Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p><i>Empowering Writers:</i> 3.14; 4.9, 4.12; 5.2, 5.9-10; 7.2, 7.5; 8.3, 8.5; 9.2</p>	<p>Completed writing assignments</p>

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<b>Foundational Skills = RF</b>			
<b>RF.4.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<i>Journeys:</i> All units (except Unit 1.5); <i>Grab and Go</i> ; <i>Journeys Practice Book</i>	Weekly vocabulary tests; <i>Journeys</i> practice pages; Teacher observation
	b. Read on level text with purpose and understanding.	<i>Journeys:</i> Units 1.2; 3.12-13; 4.20; 5.22, 5.25; 6.26, 6.29; Content textbooks; <i>Easycbm</i> fluency passages; <i>DIBELS</i> ; Grade level novels	<i>DIBELS</i> ; <i>Easycbm</i> ; <i>DRA</i> ; Teacher observation
<b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.	a. Read on level prose and poetry orally with accuracy, appropriate rate and expression.	<i>Journeys:</i> Units 1.1, 1.3-5; 2.6, 2.8-10; 3.14-15; 4.16-17, 4.19; 5.21, 5.23-24; 6.26, 6.28, 6.30; Poetry sources; On-level prose	<i>DIBELS</i> , <i>Easycbm</i> , <i>DRA</i> , Teacher Observation
	b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Journeys:</i> Units 1.3; 3.15; 4.16, 4.18; 6.30	

**Woodstock Middle School**  
**English/Language Arts**  
**Curriculum**

Revised 2013

Woodstock Public Schools  
English/Language Arts Curriculum Revision Committee

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**Woodstock Middle School**  
**English/Language Arts Curriculum**

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Woodstock Middle School ELA Curriculum

Fifth Grade:			
Standards	Students will:	Possible Resources (not limited to):	Assessments
<b>Reading: Literature=RL</b>			
<b>RL.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	a. Use specific evidence from the text to answer questions.	Novels such as <i>The Great Gilly Hopkins</i> , <i>Pictures of Hollis Woods</i> or <i>The Mixed-Up Files of Mrs. Basil E. Frankweiler</i> ; Picture books; <i>Invitation to Literacy: Explore</i> anthology and related materials; Literature guides	Teacher created or Literature Unit Guide Quizzes and Tests; Journals; Open ended questions; Project or presentation rubrics
	b. Make inferences based on textual evidence.		
<b>RL.5.2:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.	a. Identify a theme or central idea of a text.	Novels such as <i>Touching Spirit Bear</i> and <i>Ghost of Spirit Bear</i> ; <i>Invitation to Literacy: Explore</i> anthology	Teacher created quizzes and tests; Anthology Theme Tests; Journals; Open ended questions; Poetry writing; Book Report rubrics
	b. Summarize how characters respond to challenges.		
<b>RL.5.3:</b> Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	a. Compare and contrast characters, settings, or events in a story.	Novels such as <i>Willy Wonka and the Chocolate Factory</i> , <i>The Gollywopper Games</i> , <i>The Kid in the Red Jacket</i> ; <i>Invitation to Literacy: Explore</i> anthology and related materials	Teacher created essay tests; Journals; Open ended questions; Literature guide worksheets



Woodstock Middle School ELA Curriculum

<p><b>RL.5.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>a. Define and recognize vocabulary to show comprehension of text.</p> <p>b. Identify and explain metaphors and similes in the text.</p>	<p>Novels such as <i>The Great Gilly Hopkins</i> and <i>Willy Wonka and the Chocolate Factory</i>; Picture books; <i>Invitation to Literacy: Explore</i> anthology and related materials; Literature guides; Dictionary; Thesaurus</p>	<p>Teacher created quizzes and tests; Anthology Theme Tests; Open ended questions; Poetry writing</p>
<p><b>RL.5.5:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>a. Identify poetic form, illustrations and text structure.</p> <p>b. Explain why the author used a particular text structure, illustration, or organization of the text.</p> <p>c. Determine how text structure enhances comprehension.</p>	<p>Poetry selections; Picture books; <i>Invitation to Literacy: Explore</i> anthology</p>	<p>Open ended questions; Class discussion; Small group discussion; Book Report rubrics</p>
<p><b>RL.5.6:</b> Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>a. Determine the point of view or purpose of the story.</p> <p>b. Show evidence of examples of author's point of view and how it effects the story events.</p>	<p>Novels such as <i>The Mixed-Up Files of Mrs. Basil E. Frankweiler</i> and <i>Pictures of Hollis Woods</i>; Picture books; Literature Guides; <i>Invitation to Literacy: Explore</i> anthology</p>	<p>Teacher created quizzes and tests; Open ended questions; Journals; Class discussions</p>

Woodstock Middle School ELA Curriculum

<p><b>RL.5.7:</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>a. Compare the video version versus text.</p>	<p>Picture books; Novels and videos such as <i>Pictures of Hollis Woods</i>, <i>Wind in the Willows</i>, and <i>Willy Wonka and the Chocolate Factory</i>; <i>Invitation to Literacy: Explore</i> anthology and related materials; Internet resources; <i>Storyline Online</i>; Graphic organizers</p>	<p>Open ended questions; Compare/contrast activities; Essay questions; Class discussion; Small group discussion</p>
	<p>b. Evaluate how the illustrations contribute to the mood, characters and setting of a story.</p>		
<p><b>RL.5.9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>a. Compare two or more texts addressing similar themes or topics.</p>	<p><i>Invitation to Literacy: Explore</i> anthology and related materials; Picture books; Novels such as <i>The Kid in the Red Jacket</i>, <i>Touching Spirit Bear</i> and <i>Ghost of Spirit Bear</i>; Graphic organizers; Literature guides</p>	<p>Anthology Theme Tests; Literature Guide worksheets</p>
<p><b>RL.5.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grade 4-5 text complexity band independently and proficiently.</p>	<p>a. Show an improvement in comprehension of grade level texts.</p>	<p>On or above grade level novels and short stories; <i>Study Island</i>; Teacher selected poetry</p>	<p>STAR; Connecticut Mastery Test; Teacher created tests</p>

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Reading: Informational=RI			
<p><b>RI.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>a. Use specific evidence from the text to answer questions.</p>	<p><i>Invitation to Literacy: Explore</i> anthology and related materials; Non-fiction picture books; <i>Time for Kids</i>; <i>National Geographic for Kids</i>; SS/Science grade level texts</p>	<p>Class work; Teacher created tests and quizzes; Classroom magazine worksheets; Content area text questions and tests; Non-fiction Book Report rubrics</p>
	<p>b. Make inferences based on textual evidence.</p>		
<p><b>RI.5.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>a. Identify the main idea and supporting details in a text.</p>	<p><i>Invitation to Literacy: Explore</i> anthology; Teacher selected cross-curricular books; SS/Science textbooks; <i>Time for Kids</i>; <i>National Geographic for Kids</i>; Newspapers</p>	<p>Anthology Theme Tests; Classroom magazine worksheets; Class work; Open ended questions; Class project rubrics</p>
	<p>b. Summarize the main idea and supporting details using note taking, outlining, and answering questions in the text.</p>		
<p><b>RI.5.3:</b> Explain relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>a. Analyze the relationships between individuals, events and ideas.</p>	<p><i>Time Magazine for Kids</i>; <i>National Geographic for Kids</i>; Videos and other Internet resources; SS/Science texts</p>	<p>Science Fair Project rubric; Social Studies project rubric; Teacher created quizzes and tests</p>
<p><b>RI.5.4:</b> Determine the meaning of general academic and domain-specific words and phrases in text relevant to a grade 5 topic or subject area.</p>	<p>a. Analyze the meaning of words and phrases in context to develop vocabulary.</p>	<p>SS/Science texts; Non-fiction stories; Internet resources</p>	<p>Teacher created quizzes and tests; Content area class work and worksheets</p>
<p><b>RI.5.5:</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in two or more texts.</p>	<p>a. Understand and use the different text structures for comprehension.</p>	<p>SS/Science texts; Non-fiction stories; Internet resources; <i>Time for Kids</i>; <i>National Geographic for Kids</i>; Graphic organizers</p>	<p>SS/Science quizzes and tests; Open ended questions; Project rubrics; Class discussion</p>

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<p><b>RI.5.6:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>b. Consider the purpose and point of view of the text and how it affects the content.</p>	<p>SS/Science texts; Non-fiction stories; Internet resources; <i>Time for Kids</i>; <i>National Geographic for Kids</i>; Graphic organizers</p>	<p>SS/Science quizzes and tests; Open ended questions; Project rubrics; Class discussion</p>
	<p>c. Analyze and interpret the author's point of view in comparison with the student's point of view.</p>		
<p><b>RI.5.7:</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>a. Use visual, audio and written material to develop deeper comprehension.</p>	<p><i>Time Magazine for Kids</i>; <i>National Geographic for Kids</i>; Videos and other Internet resources; SS/Science texts</p>	<p>Class discussions; Small group projects; Teacher created tests and quizzes</p>
<p><b>RI.5.8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>a. Distinguish between fact and opinion to analyze a text.</p>	<p>SS/Science texts; Non-fiction stories; Internet resources; <i>Time for Kids</i>; <i>National Geographic for Kids</i></p>	<p>Worksheets; Open ended questions; Class discussions</p>
<p><b>RI.5.9:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>a. Organize information from several texts in order to build meaning about a topic.</p>	<p>Internet resources; Reference books; SS/Science texts,</p>	<p>Project rubrics; Presentation rubrics</p>
<p><b>RI.5.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>a. Show an Improvement in comprehension of grade level texts.</p>	<p>On or above grade level non-fiction text; <i>Study Island</i></p>	<p>STAR , Connecticut Mastery Test; Teacher created tests</p>

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Speaking and Listening-SL			
<p><b>SL.5.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics, and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed upon rules for discussions, and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</p>	<p>Group assignment role sheets; Group rules for discussions; Appropriate text or materials for discussions; Teacher created or prepared discussion questions</p>	<p>Teacher observation; Worksheets; Open ended questions</p>
<p><b>SL.5.2:</b> Summarize a written text, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>a. Orally summarize the key information presented in the text.</p>	<p>Internet resources; Videos; Grade level novels and non-fiction text; Book report guidelines</p>	<p>Project rubrics; Presentation rubrics; Book Report rubrics</p>
<p><b>SL.5.3:</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>a. Express a speaker's points and how each claim is supported.</p>	<p>SS/Science texts; Non-fiction stories</p>	<p>Teacher observation; Participation in class and small group discussions</p>
<p><b>SL.5.4:</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>a. Present ideas orally using appropriate eye contact and adequate volume.</p>		<p>Presentation or class participation rubrics; Play performance</p>
<p><b>SL.5.5:</b> Include multi-media components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>a. Use technology and other visual displays to enhance presentations.</p>	<p>Computer graphics and other Power Point options.</p>	<p>Presentation or Project rubrics</p>
<p><b>SL.5.6:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>a. Change their speech patterns to match the task and situation.</p>		<p>Teacher observation of student participation in class discussions and presentations</p>

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Language-L			
<p><b>L.5.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</p>	<p>a. Explain the function of conjunctions, prepositions and interjections in general and their functions in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; and I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><i>Empowering Writers; Houghton-Mifflin English; Daily Paragraph Editing</i></p>	<p>Unit tests; Teacher created quizzes and tests; Writing rubrics; Teacher observation; <i>Daily Paragraph Editing</i> quizzes</p>
<p><b>L.5.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you); to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)</p> <p>d. Use underlining, quotation marks or italics to indicate titles of works.</p> <p>e. Spell grade appropriate words correctly, consulting references as needed.</p>	<p><i>Empowering Writers; Spelling Connections; Houghton-Mifflin English; Daily Paragraph Editing</i></p>	<p>Teacher created tests; Weekly spelling tests; Unit tests</p>
<p><b>L.5.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>a. Expand, combine and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialect, registers) used in stories, dramas, or poems.</p>	<p><i>Empowering Writers; Grade appropriate poetry and drama; Grade level novels and videos</i></p>	<p>Writing Prompt; Writing assignments; <i>Empowering Writers</i> assignments; Journal entries</p>

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<p><b>L.5.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph and photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify the precise meaning of key words or phrases.</p>	<p><i>Spelling Connections</i>; Dictionaries; Glossaries; Thesauruses; <i>Empowering Writers</i></p>	<p><i>Empowering Writers</i> monthly discussions/revision activities; Spelling tests; SS/Science vocabulary tests</p>
<p><b>L.5.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, and homographs) to better understand each of the words.</p>	<p><i>Spelling Connections</i>; <i>Empowering Writers</i>; Grade level novels</p>	<p><i>Empowering Writers</i> monthly discussions/revision activities; Spelling tests</p>
<p><b>L.5.6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases.</p>	<p>a. Use content area and text language appropriately and accurately.</p>	<p><i>Empowering Writers</i>; SS/Science texts; Non-fiction books</p>	<p>Content area vocabulary quizzes and tests; Content area open ended questions</p>

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Writing=W			
<p><b>W.5.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	a. Introduce a topic or text clearly, state an opinion, then create an organizational structure in which ideas are logically grouped to support the writer's purpose.	<p><i>Empowering Writers</i></p>	<p>Writing prompt; Writing assignments; Empowering Writers assignments; Journal entries</p>
	b. Provide logically ordered reasons that are supported by facts and details.		
	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>Consequently, Specifically</i> ).		
	d. Provide a concluding statement for section related to the opinion presented.		
<p><b>W.5.2:</b> Write informative/explanatory texts to examine a topic and convey ideas clearly.</p>	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings) illustrations, and multi-media when useful to aiding comprehension.	<p><i>Empowering Writers; SS/Science texts; Non-fiction books; Technology and Internet resources</i></p>	<p>Writing assignments; Writing prompts; Open ended content area questions</p>
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
	c. Link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially).		
	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		
	e. Provide a concluding statement or section related to the information or explanation presented.		
<p><b>W.5.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>Grade level writing prompts; <i>Empowering Writers</i></p>	<p>Narrative writing assignment; Writing prompts; <i>Empowering Writers</i> activities.</p>
	b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences and events, or show the responses of character to situations.		
	c. Use a variety of transition words, phrases, and clauses to manage the sequence of events.	<p>Grade level Writing Prompts</p>	
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.		
	e. Provide a conclusion that follows from the narrated experiences and events.		



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<p><b>W.5.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>a. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><i>Empowering Writers</i></p>	<p>Writing assignments; Writing prompts; Open ended content area questions; Worksheets</p>
<p><b>W.5.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed.</p>	<p>a. Plan, revise, edit, rewrite, or try a new approach.</p>	<p><i>Empowering Writers; Houghton-Mifflin English; Daily Paragraph Editing</i></p>	<p><i>Empowering Writers</i> activities; Writing assignments; Conferencing; Peer editing</p>
<p><b>W.5.6:</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</p>	<p>a. Use keyboarding skills to publish written assignments.</p>	<p><i>CBAS Writing; Internet resources</i></p>	<p>Typed final draft of writing assignments; Typed computer class assignments</p>
<p><b>W.5.7:</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>a. Draw on several sources to find information related to a research topic.</p>	<p>Internet resources; Reference books; SS/Science texts</p>	<p>Project rubrics; Book Reports; Research reports</p>

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<p><b>W.5.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>a. Use internet resources effectively.</p> <p>b. Follow a standard format for citation.</p> <p>c. Use evidence to support analysis, reflection and research.</p>	<p>Internet resources; Reference books; SS/Science texts</p>	<p>Project rubrics; Book Reports; Research reports</p>
<p><b>W.5.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>a. Apply Grade 5 reading standards to literature (e.g., compare and contrast two or more characters, settings, or events in a story or a drama drawing on specific details in the text [e.g., how characters interact]).</p> <p>b. Apply Grade 5 reading standards to informational text (e.g., explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points).</p>	<p>Internet resources; Reference books; SS/Science texts</p>	<p>Project rubrics; Book Reports; Research report</p>
<p><b>W.5.10:</b> Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		<p><i>Empowering Writers</i>; Content area textbooks</p>	<p>Weekly presentation rubrics; SSR test rubrics; Writing Prompt Rubrics;</p>

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Foundational Skills = RF			
<p><b>RF.5.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><i>Spelling Connections</i></p>	<p>Spelling tests; Teacher observation</p>
<p><b>RF.5.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>a. Read on level text with purpose and understanding.</p> <hr/> <p>b. Read on level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.</p> <hr/> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Content area texts: Grade level novels and read alouds</p>	<p>Teacher Observation</p>

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Sixth Grade:			
Standards	Students will:	Possible Resources (not limited to):	Assessments
<b>Reading: Literature=RL</b>			
<b>RL.6.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>a. Use specific evidence from text to answer questions or support opinions.</p> <p>b. Make inferences connecting prior knowledge with text information.</p> <p>c. Draw conclusions based on textual evidence.</p>	<p>Novels; Magazine articles; Integrated SS/Sci. related novels; SSR books and reading logs; Grade appropriate drama and poetry; Short stories included in <i>Invitation to Literacy: Quest</i> anthology; <i>Study Island</i></p>	<p>Teacher created quizzes and tests; SSR reading logs; Poetry assessment</p>
<b>RL.6.2:</b> 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.	<p>a. Identify a theme or central idea of a text</p> <p>b. Select and organize relevant information from the text to summarize.</p>	<p>Novels such as <i>Maniac Magee</i> and <i>Number the Stars</i>; Short stories included in <i>Invitation to Literacy: Quest</i> anthology; SSR books and reading logs; <i>Scope</i> student magazine; Grade appropriate poetry, dramas/plays; <i>Study Island</i></p>	<p>Teacher created quizzes and tests; SSR reading log; Poetry assessment</p>
<b>RL.6.3:</b> 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.	<p>a. Interpret how the character's point of view changes as the story progresses.</p>	<p>Novels such as <i>Maniac Magee</i>; Short stories included in <i>Invitation to Literacy: Quest</i> anthology; Dramas/plays such as <i>Number the Stars</i></p>	<p>Teacher created quizzes and tests; Journal entries</p>
<b>RL.6.4:</b> 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.	<p>a. Use text vocabulary to make connections with other text and other content areas.</p> <p>b. Identify examples of figurative language in text.</p> <p>c. Analyze the impact of a specific word choice on meaning and tone.</p>	<p>Grade level novels and read alouds; <i>Study Island</i></p>	<p>Vocabulary tests and quizzes</p>
<b>RL.6.5:</b> Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	<p>a. Identify literary techniques that an author uses that contribute to the meaning of the text.</p>	<p>Grade appropriate poetry selections; Dramas/plays; Novels; Literature Guides; <i>Study Island</i></p>	<p>Journal entries; Teacher created quizzes and tests</p>

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<p><b>RL.6.6:</b> Explain how an author develops the points of view of the narrator or speaker in a text.</p>	<p>a. Determine the point of view in a story Interpret how the experiences of the author influence the text.</p> <p>b. Interpret how the experiences of the author influence the text.</p>	<p>Novels such as <i>Maniac Magee</i> and <i>Number the Stars</i>; Short stories in <i>Invitation of Literacy: Quest</i> anthology; Dramas/plays; Literature guides; <i>Study Island</i></p>	<p>Teacher created quizzes and tests; Worksheets</p>
<p><b>RL.6.7:</b> Compare and contrast the experiences 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.</p>	<p>a. Visualize the events in a story read aloud and make connections using prior knowledge of other text. Analyze how authors, illustrators and filmmakers approach the how a text is represented.</p> <p>b. Compare and contrast different text on the same topic.</p> <p>c. Analyze how authors, illustrators and filmmakers approach the how a text is represented.</p>	<p>Novels, Picture books, videos such as <i>Tuck Everlasting</i>, <i>Study Island</i></p>	<p>Teacher Created Tests, Lit Circle Student Created Projects</p>
<p><b>RL.6.9:</b> 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.</p>	<p>a. Identify the genre of a text and evaluate the author's purpose in using that particular genre to convey the theme or topic.</p>	<p>Novels such as <i>Number the Stars</i> and <i>Tuck Everlasting</i>; Literature Guides; <i>Study Island</i></p>	<p>Journal entries; Teacher created quizzes and tests; Worksheets</p>
<p><b>RL.6.10:</b> 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.</p>		<p>On or above Grade level novels; Short stories; Dramas/plays; Poetry; <i>Study Island</i></p>	<p>Teacher created quizzes and tests, <i>STAR</i> Reading test; Connecticut Mastery Test</p>

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<b>Reading: Informational=RI</b>			
<b>RI.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	a. Draw conclusions and make inferences to interpret information in a text.	Grade appropriate novels and read alouds; <i>Scope</i> student magazine; SS/Science texts	Student journals; worksheets; Teacher created quizzes and tests; SS Current events summary rubrics
<b>RI.6.2:</b> 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.	a. Identify the main idea and the underlying theme in a text to summarize.	Grade appropriate novels; <i>Scope</i> student magazine; Read alouds; Short stories included in <i>Invitation to Literacy: Quest</i> anthology	Teacher created worksheets; Student journals
<b>RI.6.3:</b> Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	a. Utilize text features in order to comprehend nonfiction text.	Nonfiction novels such as <i>Pompeii</i> ; <i>Scope</i> student magazine; Short stories included in <i>Invitation to Literacy: Quest</i> anthology; SS/Science texts	Teacher created quizzes and tests; Presentation rubrics
<b>RI.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	a. Analyze the meaning of words and phrases in context to develop vocabulary.	Grade appropriate novels; <i>Scope</i> student magazine; Read alouds; Short stories included in <i>Invitations to Literacy: Quest</i> anthology; SS/Science texts	Teacher created tests or quizzes

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<p><b>RL.6.5:</b> 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.</p>	<p>a. Identify literary techniques an author uses that contribute to the meaning and appeal of texts.</p> <p>b. Outline a particular paragraph, chapter or section of a text.</p>	<p>Grade appropriate novels; <i>Scope</i> student magazine; Read alouds; Short stories included in <i>Invitation to Literacy: Quest</i> anthology; SS/Science texts; Outline format</p>	<p>Small group discourse; Journals; Teacher created quizzes and tests; Worksheets</p>
<p><b>RL.6.6:</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>a. Analyze and interpret how the experiences of the author influence the text.</p>	<p>Novels such as <i>Pompeii</i>; <i>Scope</i> student magazine; SS/Science texts; Primary and secondary sources</p>	<p>Teacher created quizzes and tests; Small group discourse</p>
<p><b>RL.6.7:</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop coherent understanding of a topic or issue.</p>	<p>a. Activate prior knowledge utilizing visual, audio and written materials to develop deeper comprehension.</p> <p>b. Compare and contrast the different perspectives of the same event or idea.</p>	<p>Novels such as <i>Pompeii</i>; <i>Scope</i> student magazine; Primary and secondary sources; SS/Science videos; SS/Science texts</p>	<p>Small group projects; Class discussions; Worksheets</p>
<p><b>RL.6.8:</b> 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.</p>	<p>a. Distinguish between fact and opinion to analyze the text.</p>	<p>Grade appropriate novels; <i>Scope</i> student magazine; Read alouds; Short stories included in <i>Invitation to Literacy: Quest</i> anthology; Literature guides; Internet sources; SS text</p>	<p>Worksheets</p>
<p><b>RL.6.9:</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and biography on the same person).</p>	<p>a. Compare and contrast the different perspectives of the same event or idea.</p>	<p>Grade appropriate novels; <i>Scope</i> student magazine; Read alouds; Short stories included in <i>Invitation to Literacy: Quest</i> anthology; Literature guides; Internet sources</p>	<p>Teacher created quizzes and tests; Worksheets; Class discourse</p>
<p><b>RL.6.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>Grade level texts; <i>Study Island</i></p>	<p><i>Study Island</i>; <i>STAR</i> Reading test; Connecticut Mastery Test; SS/Science End of year assessment</p>

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Speaking and Listening-SL			
<p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>	<p>a. 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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. 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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Grade level texts; Science labs</p>	<p>Teacher observation of student participation in class discussions</p>
<p><b>SL.6.2:</b> 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.</p>	<p>a. Orally summarize information presented.</p>	<p>Grade level texts; Anticipation guide</p>	<p>Teacher created tests; Class participation</p>
<p><b>SL.6.3:</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>a. Recognize the validity of different views.</p> <p>b. Orally persuade listeners about judgments and opinions of works read, written or viewed.</p>	<p>Multi-media sources; Small group or whole class discussions</p>	<p>Teacher observation of student participation in class discussions</p>
<p><b>SL.6.4:</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.</p>	<p>a. Present ideas orally using appropriate eye contact and adequate volume.</p>	<p>SS Current events</p>	<p>Presentation or class participation rubrics</p>
<p><b>SL.6.5:</b> Include multi-media components (e.g., graphics, images, music and sound) and visual displays in presentations to clarify information.</p>	<p>a. Use technology to enhance a presentation.</p>	<p>Computer graphics and other Power Point options; Science Element project</p>	<p>Presentation and project rubrics</p>
<p><b>SL.6.6:</b> Adapt speech to a variety of contexts and tasks, using formal English when indicated and appropriate.</p>	<p>a. Use oral language with clarity, fluency and voice when appropriate.</p>		<p>Teacher observation of student participation in class discussions and presentations.</p>



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Language=L			
<p><b>L.6.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<p>a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).                      b. Use intensive pronouns (e.g., myself, ourselves).                      c. Recognize and correct inappropriate shifts in pronoun number and person.                      d. Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents).                      e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p><i>Elements of Language; Daily Oral Language; Study Island; Worksheets</i></p>	<p><i>Daily Oral Language</i> quizzes; Teacher created quizzes and tests; <i>Elements of Language</i> Unit tests</p>
<p><b>L.6.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>a. Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.                      b. Spell correctly.</p>	<p><i>Elements of Language; Daily Oral Language; Study Island; Word Wisdom</i></p>	<p>Teacher created quizzes and tests; Weekly spelling/vocabulary quizzes; <i>Daily Oral Language</i> quizzes; Worksheets</p>
<p><b>L.6.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>a. Vary sentence patterns for meaning, reader/listener interest, and style.                      b. Maintain consistency in style and tone.</p>	<p><i>Elements of Language; Daily Oral Language; Study Island; Word Wisdom</i></p>	<p>Teacher created quizzes and tests; Weekly spelling/vocabulary quizzes; <i>Daily Oral Language</i> quizzes; Worksheets; Writing prompts</p>
<p><b>L.6.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>a. Use context as a clue to the meaning of a word or phrase.                      b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.                      c. 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.                      d. Verify the preliminary determination of the meaning of a word or phrase</p>	<p><i>Word Wisdom; Dictionaries; Thesauruses; Glossaries</i></p>	<p>Weekly vocabulary quizzes; Workbook pages</p>
<p><b>L.6.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>a. Interpret figures of speech (e.g., personification) in context.                      b. Use relationships between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.                      c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwholesome, and thrifty</i>).</p>	<p><i>Word Wisdom</i></p>	<p>Weekly spelling/vocabulary quizzes</p>
<p><b>L.6.6:</b> 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.</p>	<p>a. Use content area and text language appropriately and accurately.</p>	<p>Grade level textbooks; Novels; <i>Word Wisdom</i></p>	<p>Weekly spelling/vocabulary quizzes; Journal entries; Essays; Writing prompts</p>

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<p><b>Writing=W</b></p> <p><b>W.6.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Establish and maintain a formal style.</p> <p>d. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"; <i>Elements of Language</i>; Science labs</p>	<p>Writing prompts; Essay rubrics; Science lab write-up</p>
<p><b>W.6.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.</p>	<p>a. 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"; <i>Elements of Language</i>; <i>Microsoft</i> resources; SS/Science texts</p>	<p>Writing prompts; Essay rubrics</p>
<p><b>W.6.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Grade level Writing Prompts; <i>Elements of Language</i>; <i>Empowering Writers</i></p>	<p>Writing Prompt rubrics; Essay rubrics</p>
<p><b>W.6.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>a. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"; <i>Elements of Language</i>; SS Current events; Science labs</p>	<p>Writing prompts; Essay rubrics; Science lab write-ups</p>
<p><b>W.6.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed.</p>	<p>a. Plan, revise, edit, rewrite, or try a new approach, focusing on how audience has been addressed</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"; <i>Elements of Language</i>; Graphic organizers</p>	<p>Rough draft to final draft rubrics</p>

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<p><b>W.6.6:</b> Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</p>	<p>a. Use technology sources to gather information.</p>	<p>Internet sources; <i>UltraKey</i> Software</p>	<p>Essay rubrics; Teacher observation</p>
<p><b>W.6.7:</b> 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.</p>	<p>a. Research information from multiple sources for a specific purpose.</p>	<p>"Woodstock Middle School Research Handbook"; Internet sources; Reference materials</p>	<p>Essay Rubrics</p>
<p><b>W.6.8:</b> Gather relevant information from multiple print and digital sources.</p>	<p>a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. d. Follow a standard format for citation.</p>	<p>Internet resources, "Woodstock Middle School Research Handbook", Elements of Language</p>	<p>Essay rubrics</p>
<p><b>W.6.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>a. Interpret whether information is relevant to research.</p>	<p>Internet resources, Reference materials; SS/Science texts</p>	<p>Essay rubrics</p>
<p><b>W.6.10:</b> Write routinely over extended time frames (time for 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.</p>	<p>a. Compose, edit and revise persuasive, expository and narrative essays.</p>	<p><i>Empowering Writers; Elements of Language</i></p>	<p>Essay rubrics; Writing Prompt rubrics</p>

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<b>Seventh Grade:</b>			
<b>Standards</b>	<b>Students will:</b>	<b>Possible Resources (not limited to):</b>	<b>Assessments</b>
<b>Reading: Literature=RL</b>			
<b>RL.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	a. Use specific evidence from text to answer questions or support opinions.	Novels such as <i>The Giver</i> ; Magazine articles; Integrated SS/Science related novels; SSR books and reading logs; Dramas such as <i>Hamlet</i> ; Short stories such as <i>Eleanor Roosevelt</i> ; <i>Language of Literature</i> anthology	Teacher Created Essay Tests; SSR tests; Weekly presentation rubrics
	b. Draw conclusions based on textual evidence.		
<b>RL.7.2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	a. Identify a theme or central idea of a text and summarize.	Novels such as <i>The Giver</i> ; Short stories; <i>Language of Literature</i> anthology; SSR books and reading logs; Dramas/plays	Teacher created essay tests; SSR tests
<b>RL.7.3:</b> Analyze how particular elements of a story or drama interact	a. Examine the Elements of Fiction (e.g., how setting shapes the characters or plot).	Novels such as <i>The Giver</i> ; Short stories; <i>Language of Literature</i> anthology; SSR books and reading logs; Dramas/plays	Teacher Created Essay Tests, SSR Tests
<b>RL.7.4:</b> 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.	a. Examine vocabulary used in context.	Grade appropriate poetry, short stories, and dramas	Student created projects/rubrics
	b. Examine figurative language in context.		
<b>RL.7.5:</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	a. Identify poetic form or dramatic text structures and explain how the structure contributes to the meaning of the text.	Grade appropriate poetry selections	Student created projects/rubrics

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<p><b>RL.7.6:</b> Explain how an author develops the points of view of different characters or narrators in a text.</p>	<p>a. Determine the point of view in a story.</p>	<p>Novels such as <i>The Giver</i>; Short stories; <i>Language of Literature</i> anthology; SSR books and reading logs; Dramas/plays</p>	<p>Teacher created essay tests; SSR tests</p>
<p><b>RL.7.7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium</p>	<p>a. View multimedia versions of stories, dramas, or poems and analyze lighting, sound, color, or camera focus and angles in a film.</p>	<p>Novels and movies such as <i>Johnny Tremain</i>, <i>Hamlet</i>, <i>The Little Prince</i></p>	<p>Teacher Created Essay Tests; SSR Tests</p>
<p><b>RL.7.9:</b> 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.</p>	<p>a. Integrate Social Studies content with historical fiction and analyze changes made in history by an author.</p>	<p>Novels such as <i>My Brother Sam is Dead</i>, <i>Johnny Tremain</i>, <i>George Washington's Socks</i></p>	<p>Teacher created essay tests</p>
<p><b>RL.7.10:</b> 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.</p>		<p>Dramas such as <i>Hamlet</i>, <i>The Little Prince</i></p>	<p>Teacher created essay tests</p>

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Reading: Informational=RI			
<p><b>RI.7.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>a. Use specific evidence from text to answer questions or support opinions.</p>	<p>Weekly written article presentations; <i>CMT Coach Workbook</i>; State embedded Science tasks; Science texts; Research paper format packet</p>	<p>Weekly presentation rubric; CMT Coach Reviews; SS research paper</p>
	<p>b. Draw conclusions based on textual evidence.</p>		
<p><b>RI.7.2:</b> Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>a. Identify central ideas of a text and summarize.</p>	<p><i>Language of Literature</i> anthology; Magazine articles; State embedded Science tasks; Research paper format packet</p>	<p>Weekly presentation rubric; Science assessments; Science CMT; Science lab reports; SS research paper</p>
<p><b>RI.7.3:</b> Analyze the interactions between individuals, events, and ideas in a text.</p>	<p>a. Analyze how ideas influence individuals or events, or how individuals influence ideas or events.</p>	<p><i>Language of Literature</i> anthology; Magazine articles; State embedded Science tasks; Research paper format packet</p>	<p>Weekly presentation rubrics; Science assessments; Science CMT; Science lab reports; SS research paper</p>
<p><b>RI.7.4:</b> 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.</p>	<p>a. Analyze and discuss the vocabulary that an author is using in order to get his or her message to the reader.</p>	<p><i>Language of Literature</i> anthology; Magazine articles; <i>CMT Coach Workbook</i>; State embedded Science tasks; Science texts; Research paper format packet</p>	<p>Weekly presentation rubrics; <i>CMT Coach</i> review; Science assessments; Science CMT; Science lab reports; SS research paper</p>
<p><b>RI.7.5:</b> 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.</p>	<p>a. Analyze and critique an author's organization of a text</p>	<p><i>Language of Literature</i> anthology; Magazine articles</p>	<p>Weekly presentation rubrics</p>

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<p><b>RI.7.6:</b> 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.</p>	<p>a. Analyze and critique an author's purpose and position for writing their piece.</p>	<p><i>Language of Literature</i> anthology; Magazine articles</p>	<p>Weekly presentation rubrics</p>
<p><b>RI.7.7:</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject</p>	<p>a. Read a text and then view or listen to a multimedia version of the text b. Compare and contrast the different versions (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>Authentic resources such as Eleanor Roosevelt's speech</p>	<p>Class discussions</p>
<p><b>RI.7.8:</b> 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.</p>	<p>a. Distinguish between whether text is factual and accurate or not.</p>	<p><i>Language of Literature</i> anthology, magazine articles, internet sources</p>	<p>Weekly Presentations Rubric</p>
<p><b>RI.7.9:</b> 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.</p>	<p>a. Read multiple resources on the same issue and evaluating each to find biases, etc.</p>	<p>Weekly written article presentations-second half of the year; Research paper format packet</p>	<p>Weekly Presentations Rubric-different on the second half of the year; SS research paper</p>
<p><b>RI.7.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>Weekly written article presentations-second half of the year; State embedded Science tasks; Science texts; Research paper format packet</p>	<p>Weekly presentation rubrics -different in the second half of the year; Science assessments; Science CMT; Science lab reports; SS research paper</p>

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<b>Speaking and Listening-SL</b>			
<p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>	<p>a. 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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. 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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>Full class discussions, one-on-one (peer editing), and groups (Literature Circles) on texts/readings</p>	<p>Teacher created quizzes and tests; Presentations</p>
<p><b>SL.7.2:</b> 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.</p>	<p>a. Listen to presentations and explain orally the ideas presented.</p>	<p>Student written presentations</p>	<p>Weekly presentations; Class discussion</p>
<p><b>SL.7.3:</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>a. Listen to presentations for bias and relevance.</p>	<p>Student written presentations</p>	<p>Weekly presentations; Class discussion</p>
<p><b>SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused coherent manner with pertinent descriptions, facts, details, and examples.</p>	<p>a. Perform presentations while presenting ideas orally using appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Student written presentations</p>	<p>Weekly presentations; Class discussion</p>
<p><b>SL.7.5:</b> Include multi-media components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>a. Give presentations using technology to enhance the presentation.</p>	<p>Student written presentations</p>	<p>Weekly presentations; Class discussion</p>
<p><b>SL.7.6:</b> Adapt speech to a variety of contexts and tasks.</p>	<p>a. Use formal English</p>	<p>Student written presentations</p>	<p>Weekly presentations; Class discussion</p>



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Language=L			
L.7.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking	<p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	Grade 7 Grammar Handbook	Teacher created quizzes and tests
L.7.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<p>a. Use a comma to separate coordinate adjectives.</p> <p>b. Spell correctly.</p>	Grade 7 Grammar Handbook; Word Wisdom	Teacher created quizzes and tests; Weekly spelling/vocabulary quizzes
L.7.3: Use Knowledge of language and its conventions when writing, speaking, reading, or listening.	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Grade 7 Grammar Handbook; Word Wisdom	Weekly spelling/vocabulary quizzes
L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	<p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. 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.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p>	Word Wisdom	Weekly spelling/vocabulary quizzes
L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Interpret figures of speech in context.</p> <p>b. Use relationships between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	Word Wisdom	Weekly spelling/vocabulary quizzes
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.	a. Think about word choice	Word Wisdom	Weekly spelling/vocabulary quizzes; Weekly presentation rubrics

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Writing=W			
<p><b>W.7.1:</b> Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"</p>	<p>Weekly presentation rubric; SSR test rubrics; Writing Prompt rubrics; SS research paper</p>
<p><b>W.7.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.</p>	<p>a. 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"; Research paper format packet</p>	<p>Weekly presentation rubrics; SSR test rubrics; Writing prompt rubrics; SS research paper</p>
<p><b>W.7.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Grade level Writing Prompts</p>	<p>SSR test rubrics; Writing prompt rubrics</p>
<p><b>W.7.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>a. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"; Research paper format packet</p>	<p>Weekly presentation rubrics; SSR test rubrics; Writing prompt rubrics; SS research paper</p>

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<p><b>W.7.5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed.</p>	<p>a. Plan, revise, edit, rewrite, or try a new approach, focusing on how well purposes and audience have been addressed.</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"; Grade level writing prompts; Research paper format packet</p>	<p>Writing prompt rubrics; Poetry PowerPoint rubrics; SS research paper</p>
<p><b>W.7.6:</b> Use technology, including the Internet, to produce and publish writing.</p>	<p>a. Link and cite sources independently as well as in collaboration with others.</p>	<p>Technology and/or Internet resources; "Woodstock Middle School Research Handbook"</p>	<p>Weekly presentation rubrics; SSR test rubrics; Writing prompt rubrics; PowerPoint rubrics</p>
<p><b>W.7.7:</b> Conduct short research projects to answer a question (including a self-generated question),</p>	<p>a. Draw on several sources and generate additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>"Woodstock Middle School Research Handbook"</p>	<p>Rubrics</p>
<p><b>W.7.8:</b> Gather relevant information from multiple print and digital sources.</p>	<p>a. Use advanced searches effectively.  b. Assess the credibility and accuracy of each source.  c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism.  d. Follow a standard format for citation.</p>	<p>Technology and/or Internet resources; "Woodstock Middle School Research Handbook"</p>	<p>Weekly presentation rubrics; SSR test rubrics; Writing prompt rubrics</p>
<p><b>W.7.9:</b> Draw evidence from informational texts.</p>	<p>a. Use evidence to support analysis, reflection and research</p>	<p>7th grade content area textbooks; Magazine articles; <i>Language of Literature</i> anthology; Internet resources</p>	
<p><b>W.7.10:</b> Write routinely over extended time frames (time for 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.</p>		<p>Grade level writing prompts; Summative essays</p>	<p>Weekly presentation rubrics; SSR test rubrics; Writing prompt rubrics</p>

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<b>Eighth Grade</b>			
<b>Standards</b>	<b>Students will:</b>	<b>Possible Resources (not limited to):</b>	<b>Assessments</b>
<b>Reading: Literature=RL</b>			
<b>RL.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	a. Use specific evidence from text to answer questions or support opinions.  b. Draw conclusions based on textual evidence.	Novels such as <i>The Outsider</i> and <i>To Kill A Mocking Bird</i> ; Mark Twain short stories; "The Monsters are Due On Maple Street"; <i>Language of Literature</i> anthology	Teacher created activities and assessments
<b>RL.8.2.</b> 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.	a. Identify a theme or central idea of a text and summarize the relationship of the elements of fiction to that theme.	Novels such as <i>The Outsiders</i> and <i>To Kill A Mocking Bird</i> ; Mark Twain short stories; "The Monsters are Due On Maple Street"; <i>Language of Literature</i> anthology	Teacher created activities and assessments
<b>RL.8.3.</b> 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.	a. Identify how particular aspects of a story can affect reader's knowledge of character and/or plot.	Mark Twain short stories; Novels such as <i>To Kill A Mocking Bird</i> and <i>The Outsider</i> ; "The Monsters are Due On Maple Street"; <i>Anne Frank, Diary of a Young Girl</i> (play); <i>Language of Literature</i> anthology	Teacher created activities and assessments
<b>RL.8.4.</b> 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.	a. Examine vocabulary used in context.  b. Examine figurative language in context.	Novels such as <i>The Outsiders</i> and <i>To Kill A Mocking Bird</i> ; Mark Twain short stories; "The Monsters are Due On Maple Street"	Teacher created activities and assessments
<b>RL.8.5.</b> Compare and contrast the structure of two or more texts.	a. Analyze how the differing structure of each text contributes to its meaning and style.	Mark Twain short stories; Graphic organizers	

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<p><b>RL.8.6.</b> Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.</p>	<p>a. Recognize and identify author's use of literary elements to create the mood of a story (i.e. create through the use of dramatic irony).</p>	<p>Mark Twain short stories; Novels such as <i>To Kill A Mocking Bird</i> and <i>The Outsider</i>; "The Monsters are Due On Maple Street"</p>	<p>Teacher created activities and assessments</p>
<p><b>RL.8.7.</b> 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.</p>	<p>a. Identify similarities and differences between a written and film version of a text.</p>	<p><i>To Kill A Mocking Bird</i> (text and video); "The Monsters are Due On Maple Street" (text and video)</p>	
<p><b>RL.8.9.</b> 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.</p>	<p>a. Build on background knowledge to understand how classic literature influences current works of fiction.</p>	<p>Grade level novels, dramas, myths</p>	
<p><b>RL.8.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>	<p>a. Read grade appropriate text with comprehension and fluency.</p>	<p>Grade level novels, dramas, myths; <i>Language of Literature</i> anthology</p>	

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<b>Reading: Informational=RI</b>			
<b>RI.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	a. Use specific evidence from text to answer questions or support opinions.	Grade 8 content area texts; Non-fiction grade level texts; Internet resources	Teacher created quizzes and tests
	b. Draw conclusions based on textual evidence.		
<b>RI.8.2.</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	a. Identify and examine supporting details from the text to develop the central idea and summarize the text.	Grade 8 content area texts; Non-fiction grade level texts; Internet resources	
<b>RI.8.3.</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events	a. Use comparisons, analogies, or categories to make connections and distinction of aspects of text.	Grade 8 content area texts; Nonfiction grade level texts; Internet resources; <i>Study Island</i>	
<b>RI.8.4.</b> 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.	a. Analyze and discuss the vocabulary that an author is using in order to get his or her message to the reader.	Grade 8 content area texts; Non-fiction grade level texts; Internet resources; Dictionary; Thesaurus	
<b>RI.8.5.</b> 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.	a. Analyze and critique an author's organization of a text.	Grade 8 content areas texts; Internet resources; Magazine articles; Grade level non-fiction text	Teacher created quizzes and tests

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<p><b>RI.8.6.</b> 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.</p>	<p>a. Analyze and critique an author's purpose and position for writing their piece.</p>	<p>Grade 8 content areas texts; Internet resources; Magazine articles; Grade level non-fiction text</p>	<p>Teacher created quizzes and tests</p>
<p><b>RI.8.7.</b> Evaluate the advantages and disadvantages of using different mediums.</p>	<p>a. Read a text and then view or listen to a multimedia version of the text. b. Choose the best medium (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>Authentic resources such as Martin Luther King's "I have a dream" speech; Videos; Graphic organizers; Technology resources</p>	<p>Presentation rubrics; Student created projects</p>
<p><b>RI.8.8.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound.</p>	<p>a. Distinguish between whether text is factual and accurate or not and recognize when irrelevant evidence is introduced.</p>	<p>Internet resources; Magazine and newspaper editorials and opinion pieces</p>	<p>Presentation rubrics; Student created projects</p>
<p><b>RI.8.9.</b> Analyze a case in which two or more texts provide conflicting information on the same topic.</p>	<p>a. Read conflicting resources on the same issue and identify where the texts disagree on matters of fact or interpretation.</p>	<p>Internet resources; Magazine and newspaper editorials and opinion pieces</p>	<p>Teacher created quizzes and tests</p>
<p><b>RI.8.10.</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p>	<p>a. Read grade appropriate text with comprehension and fluency.</p>	<p>Grade level non-fiction text</p>	<p>STAR; Connecticut Mastery Test</p>

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Speaking and Listening-SL			
<p><b>SL.8.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>a. 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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>Novels such as <i>To Kill A Mockingbird</i> and <i>The Outsiders</i>; "The Monsters are Due On Maple Street"; Mark Twain short stories; Student presentation formats</p>	<p>Student presentation rubrics; Class discussions</p>
<p><b>SL.8.2.</b> 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.</p>	<p>a. View, read, listen to presentations and identify the biases presented in the information.</p>	<p>Mark Twain short stories; Student presentation formats</p>	
<p><b>SL.8.3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence</p>	<p>a. Listen to presentations for bias and identify when irrelevant evidence is introduced.</p>	<p>"The Monsters are Due On Maple Street"; Mark Twain short stories; Student presentation formats</p>	<p>Peer-to-peer feedback forms</p>
<p><b>SL.8.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner</p>	<p>a. Provide relevant evidence, sound valid reasoning, and well-chosen details from appropriate sources.</p> <p>b. While presenting ideas orally, use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>"The Monsters are Due On Maple Street"; <i>Empowering Writers</i>; <i>The Outsiders</i>; <i>MLA Persuasive Research</i>; Student presentations</p>	<p>Teacher observation; Student presentation</p>
<p><b>SL.8.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>a. Give presentations using technology to enhance the presentation.</p>	<p><i>Empowering Writers</i>; SSR book projects; Technology and/or Internet resources; Presentation format</p>	<p>Student presentation rubrics; Class discussions</p>
<p><b>SL.8.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>a. Understand and apply when formal English is required.</p>	<p>Student presentations</p>	<p>Teacher observation</p>



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Language			
<b>L.8.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Grade 8 <i>Grammar Handbook</i> ; <i>Study Island</i>	Teacher created quizzes and tests
	b. Form and use verbs in the active and passive voice.		
	c. Form and use verbs in the Indicative, Imperative, Interrogative, conditional, and subjunctive mood.		
	d. Recognize and correct inappropriate shifts in verb voice and mood.*		
<b>L.8.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Grade 8 <i>Grammar Handbook</i> ; <i>Study Island</i>	Teacher created quizzes and tests
	b. Use an ellipsis to indicate an omission.		
	c. Spell correctly.		
<b>L.8.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	a. 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).	Grade 8 <i>Grammar Handbook</i> ; <i>Study Island</i>	Teacher created quizzes and tests
<b>L.8.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	a. 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.	Dictionaries, Thesauruses, Technology resources	Teacher created vocabulary quizzes and tests
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).		
	c. 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.		
	d. 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).		
<b>L.8.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	a. Interpret figures of speech (e.g. verbal irony, puns) in context.	<i>The Outsiders</i> ; Mark Twain short stories; <i>To Kill A Mocking Bird</i> ; "The Monsters are Due On Maple Street"; <i>Language of Literature</i> anthology	Teacher created quizzes and tests
	b. Use the relationship between particular words to better understand each of the words.		
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).		
<b>L.8.6.</b> 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.	a. Think about and use appropriate word choice.	<i>The Outsiders</i> ; Mark Twain short Stories; <i>To Kill A Mocking Bird</i> ; "The Monsters are Due On Maple Street"; Thesaurus	Teacher created quizzes and tests

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Writing W			
<p><b>W.8.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"</p>	<p>Research paper; Writing prompt</p>
<p><b>W.8.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>a. 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"</p>	<p>Research paper; Writing prompt</p>
<p><b>W.8.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. 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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Grade level writing prompts; <i>Empowering Writers</i></p>	<p>Research paper; Writing prompt</p>
<p><b>W.8.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>a. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"</p>	<p>Teacher created essay tests; Research paper; Writing prompts</p>
<p><b>W.8.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed.</p>	<p>a. Plan, revise, edit, rewrite, or try a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"</p>	<p>Rough and final draft of writing assignments</p>
	<p>a. Present the relationships between information and ideas efficiently.</p>		

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<p><b>W.8.6.</b> Use technology, including the Internet, to produce and publish writing.</p>	<p>b. Interact and collaborate with others.</p>	<p><i>Empowering Writers</i>; "Woodstock Middle School Research Handbook"; Technology and/or Internet resources</p>	<p>Teacher observation of student participation and presentation</p>
<p><b>W.8.7.</b> Conduct short research projects to answer a question (including a self-generated question).</p>	<p>a. Draw on several sources and generate additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>"Woodstock Middle School Research Handbook"; Reference materials; Internet resources</p>	
<p><b>W.8.8.</b> Gather relevant information from multiple print and digital sources.</p>	<p>a. Use advanced searches effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. d. Follow a standard format for citation.</p>	<p>"Woodstock Middle School Research Handbook", Technology and/or Internet resources</p>	<p>Research paper</p>
<p><b>W.8.9.</b> Draw evidence from literary or informational texts.</p>	<p>a. Use evidence to support analysis, reflection, and research.</p>	<p>"Woodstock Middle School Research Handbook"</p>	
<p><b>W.8.10.</b> Write routinely over extended time frames (time to research, reflection, and revision) and shorter time frames (single sitting / many days).</p>		<p>Grade level Writing Prompt; "Woodstock Middle School Research Handbook"</p>	<p><u>Connecticut Master Test Writing prompt</u></p>