

A Curriculum Guide for
Fillmore Central Public Schools
Grades K-12

Language Arts

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Curriculum Map – Reading/Language Arts

PROOFREADING SYMBOLS: Elementary and Secondary

Correction Symbol	Explanation	Grade
lc	lower case	3rd
sp	spelling errors	1st
	capitalization error	1st
ww	wrong word	2nd
ro	run-on sentence	3rd
inc	incomplete sentence	4th
awk	awkward wording	6th
^	insert words or punctuation	1st
¶	paragraph indentation	2nd
[]	margin error	9 th
#	space needed	3rd
	delete	2nd
	lacking parallel construction	9th
“you”	avoid second person	11th
_____	underscore	5th
	transpose	7 th
	connect words together	5 th

Curriculum Map – Reading/Language Arts

Scope and Sequence of Grammar and Conventions

NOTE:

Fillmore Central Public Schools staff believes the grammar and convention skills in the language arts curriculum should be integrated with writing skills. An example of this is teachers will teach the skills and students will write short compositions practicing the skill.

Kindergarten

- I. Print using: Starting points. Strokes. Left to right. Top to bottom.
- II. 3 of 6 writing traits: Ideas, organization, and conventions

First Grade

- I. Capitalize beginning of sentences
- II. Correct ending punctuation (., ?, !)
- III. 6 of 6 writing traits Ideas, organization, conventions, voice, word choice, sentence fluency
- IV. Compound words
- V. Legible manuscript writing only

Second Grade

- I. Capitalize days of week, months, “I”, and holidays
- II. Identify and punctuate statements and questions
- VI. 6 of 6 writing traits Ideas, organization, conventions, voice, word choice, sentence fluency
- III. Compound words
- IV. Synonyms. Antonyms. Homophones
- V. Legible manuscript writing only

Third Grade

- I. Nouns: Regular. Irregular. Singular. Plural.
- II. Subjects and predicates
- III. Verbs (3rd - action. 4th - action, helping, and linking verbs introduced. 5th - action, helping, and linking verbs introduced, regular and irregular verb tenses are mastered, 6th – all mastered)
- IV. Indent Paragraphs
- V. Commas: Series of words and dates Cities and States
- VII. 6 of 6 writing traits Ideas, organization, conventions, voice, word choice, sentence fluency
- VI. Introduce quotation marks
- VII. Capitalization Rules: City, state, holidays, names of people with titles
- VIII. Identify and punctuate statement and question sentences (interrogative and declarative)
- IX. **Developing legible cursive writing, keyboarding in 2nd semester.**

Fourth Grade

- I. Subjects and predicates

Curriculum Map – Reading/Language Arts

- II. Adjectives
- III. Verbs (3rd - action. 4th - action, helping, and linking verbs introduced. 5th - action, helping, and linking verbs introduced, regular and irregular verb tenses are mastered, 6th – all mastered)
- IV. Nouns and Pronouns
- V. Quotations
- VIII. 6 of 6 writing traits Ideas, organization, conventions, voice, word choice, sentence fluency
- VI. Apostrophes Contractions and Singular Possessive nouns
- VII. Commas Salutations, Closing, and Between adjectives
- VIII. Capitalization Rules Buildings, Places, and Titles of publications
- IX. Identify and punctuate the 4 sentence types
- X. Legible cursive writing frequently and keyboarding.**
- XI. Synonyms, antonyms, homophones
- XII. Regular and irregular verb tenses

Fifth Grade

- I. Subjects and predicates
- II. 6 of 6 writing traits Ideas, organization, conventions, voice, word choice, sentence fluency
- III. Prepositions and prepositional phrases
- IV. Nouns, Pronouns, and Plural Possessive Nouns
- V. Quotation Marks: Direct Quotations in undivided sentences
- VI. Commas: Quotes, Nouns of address, Interjections or introductory expressions
- VII. Verbs (3rd - action. 4th - action, helping, and linking verbs introduced. 5th - action, helping, and linking verbs introduced, regular and irregular verb tenses are mastered, 6th – all mastered)
- VIII. Simple sent. with compound subjects and verbs
- IX. Capitalization Rules: Organizations and events
- X. Legible cursive writing frequently and keyboarding.**
- XI. Comparative adjectives (good, better, best)
- XII. Adverbs (adv. ending in “ly” only)

Sixth Grade

- I. 6 of 6 writing traits Ideas, organization, conventions, voice, word choice, sentence fluency
- II. Compound Sentences and complex sentences with dependent clauses
- III. Conjunctions
- IV. Commas With Conjunctions and Divided and undivided quotes
- V. Verbs (3rd - action. 4th - action, helping, and linking verbs introduced. 5th - action, helping, and linking verbs introduced, regular and irregular verb tenses are mastered, 6th – all reviewed and mastered)
- VI. Direct Objects in a sentence
- VII. Adverbs (how, when, and to what extent)
- VIII. Adjectives

Curriculum Map – Reading/Language Arts

- IX. Prepositions and prepositional phrases
- X. Capitalization rules: Relative names (Aunt Mary), Nationalities, and Directions
- XI. **Students can choose to write or print legibly**

Seventh Grade

- I. The 8 parts of speech. Use and identify the 8 parts: pronoun, noun, verb, adjective, adverb, preposition, conjunction, interjection
- II. 6 of 6 writing traits Ideas, organization, conventions, voice, word choice, sentence fluency
- III. Dependent and Independent Clauses
- IV. Complex Sentences
- V. Subject/Verb and Pronoun Antecedent agreement
- VI. Homophones (the commonly misused words)
- VII. Appositives
- VIII. Mechanics for titles: Underlining or quotations or Italicized.

Eighth Grade

- I. Dependent and Independent Clauses
- II. Complex Sentences
- III. Appositives
- IV. Subject / verb and pronoun antecedent agreement
- V. Mechanics for titles: Underlining or quotations or Italicized.
- VI. 6 of 6 writing traits Ideas, organization, conventions, voice, word choice, sentence fluency
- VII. Bibliographies – completed in 8th grade Social Studies

HIGH SCHOOL

- I. Hyphens, Apostrophes, and Quotations
- II. Point of view
- III. TLW write using a variety of sentence strategies.
 - Compound: I, cI. I;I / I:I. I; _, I
 - Complex: D, I. I D. Adjective Clause
 - Appositives
 - Participial Phrases
 - Colon with a list
- IV. 6 of 6 writing traits Ideas, organization, conventions, voice, word choice, sentence fluency
- V. Proofreading symbols

Curriculum Map – Reading/Language Arts

Kindergarten				
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Concepts of Print	*Demonstrate knowledge of the concepts of print		Basal, Spaulding cards, Classroom reading books, Little readers, Alphabet chart	L.A. 0.1 L.A. 0.1.1
	*Identify and write the alphabet both upper and lower case	Upper/lower case, capital/small, big/little	Basal, Spaulding cards, Classroom reading books, Little readers, Alphabet chart	L.A. 0.1 L.A. 0.1.1
	*Identify variations of text (size, bold, upper/lower case)	Bold, upper/lower case, capital/small, big/little	Basal, Spaulding cards, Classroom reading books, Little readers	L.A. 0.1 L.A. 0.1.1 L.A. 0.1.1.a
	*Identify basic punctuation as an indicator of an ending thought (period, question mark, exclamation point)	Period, question mark, exclamation point	Basal, Classroom reading books, Little readers, Journal	L.A. 0.1 L.A. 0.1.1 L.A. 0.1.1.b
	*Hold a book correctly and identify the front/back covers, pages, title, author, illustrator	Front/back cover, page, title, author, illustrator	Basal, Classroom reading books, Little readers	L.A. 0.1 L.A. 0.1.1 L.A. 0.1.1.c
	*Identify where to begin reading, flow pages sequentially and understand that print reads from left to right and top to bottom		Basal, Classroom reading books, Little readers	L.A. 0.1.1 L.A. 0.1 L.A. 0.1.1.d
	*Explain that the purpose of print is to carry information (environmental print, nametags, street signs)	Environmental print, nametags, street signs, menus	Basal, Classroom reading books, Samples of environmental print, nametags, street signs	L.A. 0.1 L.A. 0.1.1 L.A. 0.1.1.e
	*Demonstrate voice to print match and left to right progression and return sweep (student points to print while reading or as someone reads)	Reading finger	Basal, Classroom reading books, Little readers	L.A. 0.1 L.A. 0.1.1 L.A. 0.1.1.f

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
	*Demonstrate understanding that words are made up of letters and sentences are made up of words and that words (print) are being read and contain meaning	Letters, words, sentences, finger space	Basal, Classroom reading books, Little readers, Journal	L.A. 0.1 L.A. 0.1.1 L.A. 0.1.1.g
Phonological Awareness	*Demonstrate phonological awareness through oral activities		Basal, Classroom reading books, Little readers, Journals, Cubes	L.A. 0.1 L.A. 0.1.2
	*Blend and segment phonemes in spoken words (initial, medial vowel and final sounds and recognize same sounds in different words)	Beginning, middle and ending sound; first/last sound	Basal, Classroom reading books, Little readers, Journals, Cubes	L.A. 0.1 L.A. 0.1.2 L.A. 0.1.2.a
	*Segment spoken sentences into words	Finger space, pause, punctuation	Basal, Classroom reading books, Little readers, Journals	L.A. 0.1 L.A. 0.1.2 L.A. 0.1.2.b
	*Identify and produce oral rhymes	Rhyme, ending sound	Basal, Classroom reading books, Little readers, Rhyming games	L.A. 0.1 L.A. 0.1.2 L.A. 0.1.2.c
	*Identify, blend, and segment syllable sounds in spoken words	Syllable, word parts, blend	Basal, Classroom reading books, Little readers, Syllable games, Cubes	L.A. 0.1 L.A. 0.1.2 L.A. 0.1.2.d
	*Blend and segment spoken onsets and rimes to form simple words	Blend, reading finger	Basal, Classroom reading books, Little readers, Word cards, Nonsense book, Cubes	L.A. 0.1 L.A. 0.1.2 L.A. 0.1.2.e
Word Analysis	*Acquire phonetic knowledge as they learn to read and write grade-level text		Basal, Classroom reading books, Little readers, Journals	L.A. 0.1 L.A. 0.1.3
	*Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text	Consonant, vowel, sound	Basal, Classroom reading books, Little readers, Journals	L.A. 0.1 L.A. 0.1.3 L.A. 0.1.3.a

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Word Analysis	*Identify similarities and differences in written words (word endings, onsets, rimes)	Rhyme, ending sound	Basal, Classroom reading books, Little readers, Journals	L.A. 0.1 L.A. 0.1.3 L.A. 0.1.3.b
	*Recognize and read grade-level (phonetic and non-phonetic) words in text	Rhyme, ending sound	Basal, Classroom reading books, Little readers, Rhyming games	L.A. 0.1 L.A. 0.1.3 L.A. 0.1.3.c
	*Identify 25 high frequency words from the Fry word list	Word, word cards	Basal, Classroom reading books, Little readers, Journals, Word cards	L.A. 0.1 L.A. 0.1.3
Fluency	*Develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension		Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.4
	*Listen to text of increasing length and/or complexity to develop stamina	Good readers, listening ears	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.4 L.A. 0.1.4.a
	*Use appropriate expression to reflect meaning while reading emergent-reader text	Reading fingers, punctuation (., !, ?)	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.4 L.A. 0.1.4.b
	*Read and listen to a variety of literature from different genre, including various cultures	Good readers, Listening ears	Basal, Classroom reading books, Little readers, Various genre of books	L.A. 0.1 L.A. 0.1.4
	*Develop awareness of context clues (predictions, word and sentence clues) and text features (titles, bold print, illustrations) that may be used to infer the meaning of unknown words	Reading fingers, Sound	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.4
	*Imitate repeating language patterns during reading (modeled reading, choral reading)	My turn/your turn, Ready/read, Reading fingers	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.4

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Vocabulary	*Build and use conversational, academic, and content-specific grade-level vocabulary		Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.5
	*Examine word structure elements and word patterns to determine meaning	Plurals, Past tense, Compound	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.5 L.A. 0.1.5.a
	*Develop awareness of context clues and text features that may be used to infer the meaning of unknown words	Prediction, Title, Bold print, Illustration, Word and sentence clues	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.5 L.A. 0.1.5.b
	*Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge and apply in new situations	Good readers, Listening ears	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.5 L.A. 0.1.5.c
	*Identify semantic relationships to determine word relationships		Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.5 L.A. 0.1.5.d
	*With adult guidance, determine word meaning using reference materials and classroom resources	Dictionary, Glossary	Basal, Classroom reading books, Little readers, Various library books, Dictionaries	L.A. 0.1 L.A. 0.1.5 L.A. 0.1.5.e
Comprehension	*Construct meaning by using prior knowledge while reading emergent literary and informational text	What do you know	Basal, Classroom reading books, Various library books	L.A. 0.1 L.A. 0.1.6
	*With adult guidance, identify the author and illustrator's purpose	Explain, Entertain, Inform, Visual	Basal, Classroom reading books, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.a
	*Identify elements of literary text	Character, Setting, Events, Plot, Sequence	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.b

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Comprehension	*With adult guidance, identify an author's use of literary devices	Rhyme, Rhythm, Repetition, Alliteration	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.c
	*With adult guidance, retell major events and key details from a literary and informational text and/or media	Sequence, Beginning/Middle/End, Main idea	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.d L.A. 0.1.6.e
	*Discuss and analyze various stories that are read by/to them	Retell, Recall	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6
	*Identify text features in print and digital informational text		Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.f
	*Identify the basic characteristics of literary and informational text		Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.g
	*Make connections between own life and/or other cultures in literary and informational text	Real-life experiences	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.h
Comprehension	*Construct and/or answer clarifying questions and support answers with evidence from the text or additional sources	Who, What, When, Where, Why, How	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.i
	*Identify the characteristics of organizational patterns found in informational text	Sequence, Compare/Contrast	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.j
	*Identify different purposes for reading and choose books appropriate for own interest	Inform, Enjoy, Comfort	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.k

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Comprehension	*Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text and text-to-world connections		Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.l
	*With adult guidance, monitor comprehension by recognizing when meaning is disrupted		Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.m
	*Make predictions about a text using prior knowledge, pictures, illustrations, and titles	What do you know, Title, Illustration/Picture	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.n
	*Respond to text (verbally, written, or artistically)		Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.o
	*Make connections between a print text and an audio, video, or live version of the text		Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6 L.A. 0.1.6.p
	*Classify stories as truth and make-believe	Realism, Non-fiction, Fact, Fantasy, Fiction, Pretend	Basal, Classroom reading books, Little readers, Various library books	L.A. 0.1 L.A. 0.1.6
Comprehension	*Read and explain his/her own writing and/or drawings	Explain, Describe	Basal, Journals	L.A. 0.1 L.A. 0.1.6
Writing Modes	*Write in multiple modes for a variety of purposes and audiences across disciplines		Basal, Journals	L.A. 0.2 L.A. 0.2.2
	*Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats		Basal, Journals	L.A. 0.2 L.A. 0.2.2 L.A. 0.2.2.a

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Writing Modes	*With adult guidance, provide evidence from literary or informational text to support ideas or opinions		Basal, Journals	L.A. 0.2 L.A. 0.2.2 L.A. 0.2.2.b
	*With adult guidance, conduct and publish research to answer questions or solve problems		Basal, Journals	L.A. 0.2 L.A. 0.2.2 L.A. 0.2.2.c
	*Use precise word choice and domain-specific vocabulary to write in a variety of modes		Basal, Journals	L.A. 0.2 L.A. 0.2.2 L.A. 0.2.2.d
	*With adult guidance, compare mentor texts and examples to create similar pieces		Basal, Journals	L.A. 0.2 L.A. 0.2.2 L.A. 0.2.2.e
Speaking	*Develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations		Basal	L.A. 0.3 L.A. 0.3.1
	*Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences		Basal	L.A. 0.3 L.A. 0.3.1 L.A. 0.3.1.a
	*Demonstrate appropriate speaking techniques for a variety of purposes and situations	Eye contact, Voice volume, Pronunciation	Basal	L.A. 0.3 L.A. 0.3.1 L.A. 0.3.1.b
	*Utilize appropriate visual and/or digital tools to support verbal communication		Basal	L.A. 0.3 L.A. 0.3.1 L.A. 0.3.1.c

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Speaking	*Convey a personal perspective with clear reasons		Basal	L.A. 0.3 L.A. 0.3.1 L.A. 0.3.1.d
	*Ask pertinent questions to acquire or confirm information		Basal	L.A. 0.3 L.A. 0.3.1 L.A. 0.3.1.e
	*Take turns speaking		Basal	L.A. 0.3 L.A. 0.3.1
	*Restate one-and-two-step oral directions	My turn/your turn	Basal	L.A. 0.3 L.A. 0.3.1
Speaking	*Recite/dramatize, short poems, rhymes, nursery rhymes, finger plays and songs		Basal	L.A. 0.3 L.A. 0.3.1
Listening	*Develop and demonstrate active listening skills across a variety of situations (speakers, presentations, demonstrations)		Basal	L.A. 0.3 L.A. 0.3.2
	*Develop active and attentive listen skills for multiple situations and modalities	Eye contact, nonverbal cues, recall	Basal	L.A. 0.3 L.A. 0.3.2 L.A. 0.3.2.a
	*With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats	Eye contact, Voice volume, Pronunciation	Basal	L.A. 0.3 L.A. 0.3.2 L.A. 0.3.2.b
	*Complete a task following one/two-step directions		Basal	L.A. 0.3 L.A. 0.3.2 L.A. 0.3.2.c
	*Listen to stories and poems and react appropriately to what is heard		Basal, Classroom reading books, Various library books	L.A. 0.3 L.A. 0.3.2

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Reciprocal Communication	*Develop, apply, and adapt reciprocal communication skills		Basal	L.A. 0.3 L.A. 0.3.3
	*Practice appropriate classroom etiquette and recognize social cues when communicating	Expectations	Basal	L.A. 0.3 L.A. 0.3.3 L.A. 0.3.3.a
	*Demonstrate awareness of and sensitivity to the appropriate use of words in conversation	Helpful/hurtful words	Basal	L.A. 0.3 L.A. 0.3.3 L.A. 0.3.3.b
	*Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas		Basal	L.A. 0.3 L.A. 0.3.3 L.A. 0.3.3.c
	*Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study		Basal	L.A. 0.3 L.A. 0.3.3 L.A. 0.3.3.d
	*Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives		Basal	L.A. 0.3 L.A. 0.3.3 L.A. 0.3.3.e
Informational Fluency	*Evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital)		Scott-Foresman Reading Street, Classroom reading books, Various library books	L.A. 0.4 L.A. 0.4.1

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Informational Fluency	*With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information	Fiction/nonfiction, Real/Not real		L.A. 0.4 L.A. 0.4.1 L.A. 0.4.1.a
	*With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources	Online citation tools		L.A. 0.4 L.A. 0.4.1 L.A. 0.4.1.b
	*Use or decipher multiple formats of print and digital text	Manuscript, Font, Graphics, Symbols		L.A. 0.4 L.A. 0.4.1 L.A. 0.4.1.c
Digital Citizenship	*Practice the norms of appropriate and responsible technology use			L.A. 0.4 L.A. 0.4.2
	*Practice safe behaviors when communicating and interacting with others digitally	Safe information to share, utilize appropriate sites and materials		L.A. 0.4 L.A. 0.4.2 L.A. 0.4.2.a
	*Use appropriate digital tools (social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems	Social media		L.A. 0.4 L.A. 0.4.2 L.A. 0.4.2.b
	*Use or decipher multiple formats of print and digital text	Manuscript, Font, Graphics, Symbols		L.A. 0.4 L.A. 0.4.2 L.A. 0.4.2.c

Curriculum Map – Reading/Language Arts

1st Grade				
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Concepts of Print	* Identify variations in text. (size, bold, italic, upper/lower case, font size)	Bold, upper/lower case, capital letters	Basal series, classroom leveled books,	L.A. 1.1.1.a FC 1-R-8
	* Identify basic punctuation.	Upper/lowercase Capital, period, question mark, exclamation mark, apostrophe, quotation marks, comma	basal	L. A. 1.1.1.b FC 1-R -5 FC 1-W-2
	*Identify parts of a book.	Title page, author, illustrator, table of contents, glossary	basal and classroom books	L.A. 1.1.1.c FC 1-R -9
Phonological Awareness	*Will be able to blend, segment, and manipulate phonemes orally.	Blend, segment	basal	L.A. 1.1.2 FC 1-R-1
Word Analysis	* Will know and apply common letter correspondences.	Consonants, vowels, blends, CVC, CVCC, CVCV, digraphs, long and short vowel sounds,	basal, leveled readers, weekly poem	L.A. 1.1.13a FC I-R-1, 1-R-2, I-R-3, I-R-4, 1-R-6
	*Use word structure to read words.	Onsets, rimes, digraphs, base words, contractions, compound words	basal, leveled readers, weekly poem	L.A. 1.1.3b FC 1-R-8, 1-R-16
	* Recognize and read grade level words in text.	HFW for first grade	Basal, leveled readers, classroom books	L.A. 1.1.1.3c
Fluency	* Listen and read text of increasing length to support reading stamina.	Fluency, pacing	basal, and fluency reads	L.A. 1.1.4.a FC 1-R-10, 1-R-13, 1
	*Use appropriate pace, expression, and intonation to reflect the meaning of text.	Character voices, pacing, expression	. basal and leveled readers	L.A. 1.1.4.b FC 1-R-14

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Vocabulary	* Use word structure to determine meaning.	Plurals, compound words, base words	basal and leveled readers	L.A. 1.1.5.a FC1.R-16
	*Demonstrate understanding of context clues and text features can be used to infer meanings of unknown words	Picture clues, word and sentence clues	Basal	L.A. 1.1.5.b
	* Acquire new academic and content specific grade level vocabulary, relate to prior knowledge and apply.		Basal, amazing words, leveled readers	L.A. 1.1.5.c FC R-11, FC R-18
	* Determine word relationships	Antonyms, synonyms, homonyms,	Basal,	L.A. 1.1.5.d FC W-5
	* Locate words and determine word meanings using reference materials.	Glossary, dictionary	Basal, classroom readers	L.A. 1.1.5.e
Comprehension	*Identify the author's purpose.	Explain, entertain, inform, persuade	Basal, leveled readers,	L.A. 1.1.6.a
	*Identify elements of literary text	Characters, setting, plot, events, problem-solution, theme	Basal, readers	L.A. 1.1.6.b FC R-1.7 FC R-17, FC R-15
	*Identify an author's use of literary devices	Rhythm	basal, leveled readers,	L.A. 1.1.6.c
	*Retell major events and key details from a literary text	Sequence, details	Basal	L.A. 1.1.6.d FC 1 R-12
	*Retell main ideas and supporting details from informational text	Sequence, main idea	Basal, leveled readers	L.A. 1.1.6.e
	*Identify text features in print and digital informational text.		Basal, leveled readers	L.A. 1.1.6.f
	*Identify the basic characteristics of a variety of literary and informational texts	Identify genre, author's purpose	Basal, leveled readers	L.A. 1.1.6.g

Curriculum Map – Reading/Language Arts

Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Comprehension	*Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence		Basal, leveled readers	L.A. 1.1.6.i
	*Identify the characteristics of organizational patterns found in informational text	Sequence, compare, contrast, first, next, then, last	Basal, leveled readers	L.A. 1.1.6.j
	*Identify and explain purpose for reading	Enjoy, answer a question, find information	Basal, leveled readers	L.A. 1.1.6.k
	*Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.		Basal, leveled readers	L.A. 1.1.6.l
	*Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.		Basal, leveled readers	L.A.1.1.6.m
	*Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.	Prediction	Basal, leveled readers	L.A. 1.1.6.n
	* Demonstrate an understanding of text via multiple mediums		Basal, leveled readers	L.A. 1.1.6.o
	* Make connections between a print text and an audio, video, or live version of the text.	Compare/contrast	Basal, leveled readers	L.A. 1.1.6.p
Writing- Writing Process	*Use prewriting activities and inquiry tools to generate ideas	Web-first, next, then, last. Beginning, middle, end	basal	L.A. 1.2.1.a
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Writing- Writing Process	*Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, with clear beginning, middle, and end	Purpose, sequence words, first or rough draft-sloppy copy	basal	L.A. 1.2.1.b FC 1-W-7 FC 1-W-8
	*Gather and use relevant information and evidence to support ideas	Facts/factual	basal	L. A. 1.2.1.c
	*Compose simple paragraphs with grammatically correct sentences of varying length, and type.		basal	L.A. 1.2.1.d FC 1.W-3 FC 1-W-4
	*With adult guidance, proofread, edit, revise to improve and clarify writing for format and conventions through self-monitoring strategies and feedback	Edit, conventions,	basal, daily fix it from basal	L.A. 1.2.1.d, e, and L.A. 1.2.1.h FC 1-W-6
	*Provide oral descriptive feedback to others.		basal	L.A. 1.2.1.f
	*Persevere in writing tasks of various lengths and complexity.		basal	L.A. 1.2.1.g
	*Use own words to relate information.		basal	L.A. 1.2.1.i
	*Publish a legible document with appropriate spaces between letters, words, and sentences.	Publish, final copy	basal	L.A. 1.2.1.j FC 1.W-1 FC 1-W-2
Writing Modes	* Communicate information and ideas effectively in analytic, descriptive, informative, narrative, persuasive, and reflective modes to multiple audiences using a variety of formats.		basal	L.A. 1.2.2.a
	*With adult guidance, provide evidence from literary or informational text to support ideas or opinions.		basal	L.A. 1.2.2.b
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Writing Modes	*With adult guidance, conduct and publish research to answer questions or solve problems using resources.		basal	L.A. 1.2.2.c
	* Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Details, adjectives	basal	L.A. 1.2.2.d
	* Compare various mentor texts to create similar pieces		basal	L.A. 1.2.2.e
Speaking	*Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences		basal	LA 1.3.1.a
	*Demonstrate appropriate speaking techniques for a variety of purposes and situations, including interpreting text			LA. 1.3.1.b FC SL-5 FC SL-6
	*Utilize appropriate visual and /or digital tools to support verbal communication			LA 1.3.1.c
	*Convey a personal perspective with clear reasons			LA 1.3.1.d FC SL-5 FC SL-4
	* Ask pertinent questions to acquire or confirm information			LA 1.3.1.e
Listening	*Develop active and attentive listening skills for multiple situations and modalities	Courtesy, recalling, retelling, eye contact, raise your hand, quiet body		LA 1.3.2.a FC SL-1 FC SL -2 FC SL-3
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Listening	* With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats			LA 1.3.2.b
	* Complete a task following one/two step directions			LA 1.3.2.c
Reciprocal communication	*Practice appropriate classroom etiquette and recognize social cues when communicating	Face the speaker, eye contact, quiet body listening		LA 1.3.3.a
	*Demonstrate awareness of and sensitivity to the appropriate use of words in conversation.			LA 1.3.3.b
	*Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas			LA 1.3.3.c
	*Listen, ask clarifying questions, and respond to information being communicated about a topic, text or issue under study.			LA 1.3.3.d
Information fluency	*Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information.			LA 1.4.1a
	* With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from text and citing the source using available resources.			LA 1.4.1b
	*Use or decipher multiple formats of print and digital text			LA 1.4.1.c
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Digital Citizenship	* Practice safe behaviors when communicating and interacting with others digitally			L A 1.4.2.a
	* Use appropriated digital tools to communicate with others for conveying information, gathering opinions, and solving problems.			LA 1.4.2.b

2nd Grade				
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Phonological Awareness	Decode unfamiliar words using the 71 phonograms.		Basal, Classroom Readers, Decodables	LA 2.1.2
Word Analysis	Identify and use compound words and contractions.	Chunk the word	Basal, Classroom Readers, Decodables, Literacy Games.	LA 2.1.3 <i>LA 2.1.3.a</i>
	Read, spell and write the second 100 high frequency words from the Fry Word List.		Fry Word List, Literacy Games	LA 2.1.3 <i>LA 2.1.3.a</i>
	Read, define and spell words containing the suffixes –s, es, ed ing, ly, er, or	Drop the y add –ing Double the letter rule	Basal, Classroom Readers, Decodables, Literacy Games	LA 2.1.3 <i>LA 2.1.3.b</i> <i>LA 2.1.3.c</i>
	Read, define and spell words contain the prefixes- un, re, pre, dis.		Basal, Classroom Readers, Decodables Literacy Games	LA 2.1.3 <i>LA 2.1.3.b</i> <i>LA 2.1.3.c</i>
	Decode unfamiliar words using 2 and 3 letter consonant blends, hard, and soft sounds of c & g and r-controlled vowels	Ce, ci, cy says ssss Ge, gi, gy says j	Basal, Classroom Readers, Decodables, Literacy Games	LA 2.1.3 <i>LA 2.1.3.a</i> <i>LA 2.1.3.c</i>
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

	Read, define and spell words containing suffixes, which require spelling changes in the bas word	Silent e, double consonant, and changing “y” to “i”.	Basal, Classroom Readers, Decodables, Literacy Games	LA 2.1.3 <i>LA 2.1.3.a</i> <i>LA 2.1.3.b</i> <i>LA 2.1.3.c</i>
Fluency	Practice fluency using expression, smoothness and pace while reading from prepared materials		Basal, Classroom Readers, Decodables, Fluency Sheets, Fluency Goal Sheets	LA 2.1.4 <i>LA 2.1.4a</i> <i>LA 2.1.4b</i>
Vocabulary	Select the appropriate homophones (i.e., two, to, too) for the context.		Basal, Classroom Readers, Decodables, Literacy Games	LA 2.1.5 <i>LA 2.1.5.a</i> <i>LA 2.1.5.b</i> <i>LA 2.1.5.c</i>
	Identify nouns and verbs in sentences.	Person, place or thing Action Words	Basal, Classroom Readers, Decodables	LA 2.1.5 <i>LA 2.1.5.a</i>
	Alphabetize words to the second letter.	Highlight the first letter	Basal, highlighting	LA 2.1.5 <i>LA 2.1.5.e</i>
	Identify author and illustrator of a story and use a glossary to find the meaning of a word.	Cover Page, Title Page	Basal, Classroom Readers, Decodables	LA 2.1.5 <i>LA 2.1.5.e</i>
	Identify semantic relationships.	Synonym, Antonym, Multiple Meaning Words		LA 2.1.5 <i>LA 2.1.5.d</i>
Comprehension	Identify the main idea of a paragraph or story.	Main Idea	Basal, Classroom Readers, Decodables	LA 2.1.6 <i>LA 2.1.6.a</i> <i>LA 2.1.6.d</i> <i>LA 2.1.6.e</i> <i>LA 2.1.6.f</i> <i>LA 2.1.6.k</i>
	Identify genre(s): fables, tall tales, myths, and poetry when given examples.		Basal, Classroom Readers, Decodables	LA 2.1.6 <i>LA 2.1.6.b</i> <i>LA 2.1.6.g</i> <i>LA 2.1.6.h</i>
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

	Read and listen to selections from the genres.	Fables, tall tales, myths, poetry, fiction, and non-fiction, including multi-cultural selections.	Basal, Classroom Readers, Decodables, Reading Street CDS	LA 2.1.6 <i>LA 2.1.6.b</i> <i>LA 2.1.6.f</i> <i>LA 2.1.6.g</i> <i>LA 2.1.6.h</i> <i>LA 2.1.6.p</i>
Comprehension	Identify characters and setting in selected passages.	Characters Setting	Basal, Classroom Readers, Decodables	LA 2.1.6 <i>LA 2.1.6.b</i> <i>LA 2.1.6.d</i>
	Compare and contrast two reading selections.	Text to Text connenctions	Basal, Classroom Readers, Decodables	LA 2.1.6 <i>LA 2.1.6.g</i> <i>LA 2.1.6.h</i> <i>LA 2.1.6.j</i>
	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during and after reading.	Text to self Text to text Text to world	Basal, Classroom Readers, Decodables	LA 2.1.6 <i>LA 2.1.6.c</i> <i>LA 2.1.6.g</i> <i>LA 2.1.6.h</i> <i>LA 2.1.6.j</i> <i>LA 2.1.6.l</i> <i>LA 2.1.6.m</i> <i>LA 2.1.6.n</i>
	Respond to text verbally, in writing, or artistically.		Basal	LA 2.1.6 <i>LA 2.1.6.i</i> <i>LA 2.1.6.o</i>
Writing Process	Sequence four events in sentence form using sequencing words	First, next, then and last, etc.	Basal	LA 2.2.1 <i>LA 2.2.1.a</i> <i>LA 2.2.1.b</i>
	Capitalize words for days, holidays, months, titles of people, and the word “I”.	Uppercase Proper Nouns	Basal, Daily Fix It	LA 2.2.1 <i>LA 2.2.1.h</i>
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

	Identify statements, questions and exclamations by using appropriate punctuation.	Period Exclamation Question Mark	Basal, Daily Fix It	LA 2.2.1 <i>LA 2.2.1.d</i> <i>LA 2.2.1.h</i> <i>LA 2.2.1.j</i>
	Write an individual story with a beginning, middle and end. (Use current technology to make presentation of learning)	Beginning, middle and end.	Daily 6- Trait Writing Book	LA 2.2.1 <i>LA 2.2.1.a</i> <i>LA 2.2.1.b</i> <i>LA 2.2.1.c</i> <i>LA 2.2.1.e</i> <i>LA 2.2.1.i</i>
Writing Process	Use proofreading symbols to edit sentences (capitalization, punctuation, spelling, wrong word, paragraph, delete).	Capitalization, punctuation, spelling, wrong word, paragraph, delete	Basal, Daily Fix It	LA 2.2.1 <i>LA 2.2.1.d</i> <i>LA 2.2.1.h</i> <i>LA 2.2.1.j</i>
	Summarize information or ideas using webbing and note taking.	First, Next, Then, Last	Daily 6- Trait Writing Book	LA 2.2.1 <i>LA 2.2.1.a</i> <i>LA 2.2.1.b</i> <i>LA 2.2.1.c</i>
	Write in legible manuscript.			LA 2.2.1 <i>LA 2.2.1.h</i> <i>LA 2.2.1.j</i>
	Write using ideas, organizations and conventions. Writing with word choice, and sentence fluency will be introduced.	Punctuation “Sparkly” Words	Daily 6- Trait Writing Book	LA 2.2.1 <i>LA 2.2.1.f</i> <i>LA 2.2.1.g</i> <i>LA 2.2.1.i</i>
	Use visual organizers (i.e. webs, Venn diagrams, etc.) (Use current technology to organize data.)	Webs, Venn Diagrams	Webs, Venn diagrams, etc.	LA 2.2.1 <i>LA 2.2.1.a</i> <i>LA 2.2.1.c</i>
Writing Modes	Locate and read a sentence that answers a specific question.	Provide evidence to support your answer.	Basal	LA 2.2.2 <i>LA 2.2.2.b</i>
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

	Write paragraphs, friendly letters and poetry including limericks and couplets.	Limericks Couplets Friendly Letter	Daily 6- Trait Writing Book	LA 2.2.2 <i>LA 2.2.2.a</i> <i>LA 2.2.2.d</i>
	Write personal narratives from a given prompt.		Daily 6- Trait Writing Book, Prompts	LA 2.2.2 <i>LA 2.2.2.a</i> <i>LA 2.2.2.d</i>
	Complete research to problem-solve an unknown question using resources.	Internet Safety	Internet, encyclopedias, library	LA 2.2.2 <i>LA 2.2.2.c</i>
	Compare various mentor texts and/or exemplars to create a similar piece.	Mentor Text	Mentor Texts	LA 2.2.2 <i>LA 2.2.2.e</i>
Speaking	Present one oral book report including title of book, author, setting, main characters, problem and solution. (Use current technology to make presentation of learning.)	Beginning, Middle, End Main characters Setting Problem and solution Author Illustrator	Chapter Books, Library, Book Report Templates	LA 2.3.1 <i>LA 2.3.1.a</i> <i>LA 2.3.1.b</i> <i>LA 2.3.1.c</i> <i>LA 2.3.1.d</i> <i>LA 2.3.1.e</i>
	Present a poem to the class using clear enunciation, expression, adequate volume and eye contact, etc.	Enunciation, expression, adequate volume and eye contact	Poetry Books	LA 2.3.1 <i>LA 2.3.1.a</i> <i>LA 2.3.1.b</i> <i>LA 2.3.1.c</i> <i>LA 2.3.1.d</i>
Listening	Contribute information and ask questions relevant to the topic discussed.	Raise your hand Partner Talking		LA 2.3.2 <i>LA 2.3.2.a</i> <i>LA 2.3.2.b</i>
	Listen to and follow multiple step directions.			LA 2.3.2 <i>LA 2.3.2.c</i>
	Use active listening skills.	Eye contact Quiet Body		LA 2.3.2 <i>LA 2.3.2.a</i>
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Reciprocal Communication	Apply conversation strategies.	Face the speaker, listen while others are talking, take turns talking, eye contact		LA 2.3.3 <i>LA 2.3.3.a</i> <i>LA 2.3.3.b</i> <i>LA 2.3.3.c</i> <i>LA 2.3.3.d</i> <i>LA 2.3.3.e</i>
Information Fluency	Write an individual story with a beginning, middle and end. (Use current technology to make presentation of learning)	Beginning, middle, end	Daily 6- Trait Writing Book	LA 2.4.1 <i>LA 2.4.1.a</i> <i>LA 2.4.1.b</i>
	Use visual organizers (Use current technology to organize data.)	Grouping	Webs, Venn diagrams, etc.	LA 2.4.1 <i>LA 2.4.1.a</i> <i>LA 2.4.1.b</i> <i>LA 2.4.1.c</i>
	Access information using a variety of resources	Glossary Dictionary Google	Library books, encyclopedias, dictionaries, CD's and teacher guided internet searches	LA 2.4.1 <i>LA 2.4.1.a</i> <i>LA 2.4.1.b</i> <i>LA 2.4.1.c</i>
	Use resources to answer guiding questions (e.g. print, electronic).	Start your answer as part of the question		LA 2.4.1 <i>LA 2.4.1.a</i>
	Present one oral book report including title of book, author, setting, main characters, problem and solution. (Use current technology to make presentation of learning.)	Enunciation, expression, adequate volume and eye contact Beginning, Middle, End Main characters Setting Problem and solution Author Illustrator	Chapter Books, Book Report Templates	LA 2.4.1 <i>LA 2.4.1.a</i> <i>LA 2.4.1.b</i>
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Digital Citizenship	Practice safe and ethical behaviors when communicating and interacting with other digitally.	Ask an adult before you post	Technology Class	LA 2.4.2 <i>LA 2.4.2.a</i>
	Use appropriate digital tools (e.g. social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions and solving problems.	Ask an adult before you post	Technology Class	LA 2.4.2 <i>LA 2.4.2.b</i>

3rd Grade				
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Concepts of print	TLW demonstrate knowledge of the concepts of print			3.1.1
Phonological awareness	TLW demonstrate phonological awareness through oral activities.			3.1.2
Word Analysis	TLW use phonetic analysis to read and write grade-level text.			L.A. 3.1.3
	TLW know and apply advanced sound/spelling patterns when reading, writing and spelling grade level text.	Base words, prefixes, suffixes, multi-syllable words	Basal weekly skill	L.A. 3.3.3a
	TLW use word structure to read text.	Prefixes, suffixes, contractions, syllabication Word structure	Basal weekly skill	L.A. 3.1.3b
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Word Analysis	TLW recognize and read grade-level words in text.	Prefix/suffix, syllabication	Basal weekly skill High frequency words	L.A. 3.1.3c
Fluency	TLW develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	Accuracy, expression	Fluency timed selections	L.A. 3.1.4
	TLW listen to and read text of increasing length and/or complexity to increase reader stamina.	text	Basal reading selections Choral readings Fluency readings	3.1.4.a
	TLW use context to adjust pace and prosody based on purpose, text complexity, form, and style.	pace	Leveled readers Decodable readers	3.1.4.b
Vocabulary	TLW build and use conversational, academic and content-specific grade-level vocabulary			3.1.5
	Determine meaning of words through the knowledge of word structure elements, know words, and word patterns.	Contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations	Vocabulary cards,	3.1.5.a
	Apply context clues and text features to help infer meaning of unknown words.	Word, phrase, and sentence clues	Skill worksheets, basal	3.1.5.b
	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.		Basal, skill worksheets	3.1.5.c
	Identify semantic relationships to determine the meaning of words, aid in comprehension, and improve writing.	Synonyms, antonyms, homographs, multiple-meaning words	Basal, skill worksheets, journaling, learning activities	3.1.5.d
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Vocabulary	Locate words and determine meaning using reference materials.		Dictionary, thesaurus , basal glossary	3.1.5.e
Comprehension	TLW construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.			3.1.6
	Identify author’s purpose to support text comprehension.	Describe, entertain, inform, persuade	Basal, chapter books	3.1.6.a
	Identify and describe elements of literary text.	Characters, setting, plot, point of view	Basal, skill worksheets	3.1.6.b
	Identify and explain why authors use literary devices.	Simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms	basal	3.1.6.c
	Summarize a literary text and/or media, using key details to identify the theme.	Theme, summarize, details	Basal, skill worksheets	3.1.6.d
	Determine main ideas and supporting details from informational text and/or media.	Main idea, supporting details, informational text	Basal, skill worksheets	3.1.6.e
	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	Features	basal	3.1.6.f
	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.	Compare, contrast, literary	Basal, chapter books	3.1.6.g
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Comprehension	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	Topics, pattern of events, multicultural, perspective	Scholastic News, basal	3.1.6.h
	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	Inferential, evidence	basal	3.1.6.i
	Identify and apply knowledge of organizational patterns to comprehend informational text.	Sequence, description, cause and effect, compare/contrast, problem & solution, chronological order	Basal, skill worksheets	3.1.6.j
	Select text and explain the purpose.	Answer, question, solve, problems, opinion, viewpoint, predict, accomplish	basal	3.1.6.k
	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-word connections before, during, and after reading.	Prior knowledge, text-to-self, text-to-text, text-to-word	Basal, chapter books	3.1.6.l
	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	Self monitor, comprehension, clarify, confirm, correct	basal	3.1.6.m
	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	Confirm, modify, predictions, inferences	Basal, Scholastic News	3.1.6.n
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Comprehension	Demonstrate an understanding of text via multiple mediums.	Writing, artistic representation, video, media	Basal, journals	3.1.6.o
	Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.	Drama, poem, visual, oral presentation	Basal	3.1.6.p
Writing Process	TLW apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level			
	TLW use prewriting activities and inquiry tools to generate ideas and organize information.	Prewriting, generate	journal	3.2.1.a
	TLW generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	Draft, purpose, audience, introductions, body, conclusion, transitions	First writing draft	3.2.1.b
	TLW gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses	Evidence, claims, theses	Basal, Scholastic News	3.2.1.c
	TLW compose paragraphs with grammatically correct sentences of varying length, complexity, and type	Paragraphs, complexity, noun, verbs, adjectives	journals	3.2.1.d
	TLW revise to improve and clarify writing through self-monitoring strategies and feedback from others.	Revise, clarify, self-monitoring strategies, feedback	English basal	3.2.1.e
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Writing Process	TLW provide oral and/or written descriptive feedback to other writers.	Oral, written, feedback	journals	3.2.1.f
	TLW adjust writing processes to persevere short and long-term writing tasks of increasing length and complexity.	complexity	English basal	3.2.1.g
	TLW proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar punctuation, syntax, semantics).	Proofread, format, conventions, spelling, capitalization, grammar, punctuation, syntax, semantics	Daily editing skills, English basal	3.2.1.h
	TLW display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following standard format for citation.	Academic honesty, integrity, plagiarism	Basal unit tests	3.2.1.i
	TLW publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	Legible, manuscript, cursive, digital, indenting, title	English basal, weekly reading tests	3.2.1.j
Writing Modes	TLW write in multiple modes for a variety of purposes and audiences across disciplines			3.2.2
	TLW communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, and persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Analytic, descriptive, informative, narrative, poetic, persuasive, reflective, 6-traits, topic sentences, introduction, conclusion, ideas, plan, voice, sentence fluency,	Journal, basal weekly written response introduction for TDA (text analysis writing)	3.2.2.a
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Writing Modes	TLW provide evidence from literary or informational text to support ideas or opinions.	Evidence, literary, informational, opinions	Basal unit tests	3.2.2.b
	TLW conduct and publish research to answer questions or solve problems using multiple resources to support theses.	Research, theses	Textbooks, websites	3.2.2.c
	TLW use precise word choice and domain-specific vocabulary to write in a variety of modes.	Word choice, domain-specific vocabulary	journal	3.3.2.d
	TLW compare various mentor texts and/or exemplars to create a similar piece	Mentor texts, exemplars	journaling	3.3.3.e
	TLW use precise word choice and domain-specific vocabulary to write in a variety of modes.	Word choice, domain-specific vocabulary	journaling	3.3.3d
	TLW compare various mentor texts and/or exemplars to create a similar piece.	Mentor texts, exemplars	Chapter books, basal	3.3.3e
Speaking	TLW will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.			3.3.1
	TLW communicate ideas and information in a clear and concise manners suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	Audience, voice, sentence structure	English basal, reading basal	3.3.1.a
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Speaking	TLW demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	Volume, pronunciation, contact	English basal, reading basal	3.3.1.b
	TLW utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	Verbal communication	English basal, reading basal	3.3.1.c
	TLW convey a perspective with clear reasoning and support.	Perspective, reasoning support	English basal, reading basal	3.3.1.d
	TLW ask pertinent questions to acquire or confirm information.	pertinent	English basal, reading basal	3.3.1.e
Listening	TLW develop and demonstrate active listening skills across a variety of situations.			3.3.2
	TLW demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.	Active, attentive listening, nonverbal cues, questioning	Journaling, English basal, reading basal	3.3.2.a
	TLW identify the purpose and credibility of information being presented in diverse media and formats.	formats	Reading basal, math series, reading basal	3.3.2.b
	TLW complete a task following multi-step directions.	Multi-step directions	Math series, reading basal, spelling series, English basal, journaling, social studies, science	3.3.2.c
Reciprocal Communication	TLW develop, apply, and adapt reciprocal communication skills.			3.3.3
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Reciprocal Communication	TLW demonstrate appropriate social etiquette and apply social cues when communicating.	etiquette	guidance	3.3.3.a
	TLW demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	stereotypes	guidance	3.3.3.b
	TLW apply conversation strategies o recognize and consider new information presented by others in relationship to one's own ideas.	Conversation strategies	guidance	3.3.3.c
	TLW listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.	Clarifying questions, summarize	Reading basal	3.3.3.d
	TLW collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	Converse, own views, diverse perspectives	Reading basal	3.3.3.e
Information Fluency	TLW evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).			3.4.1
	TLW locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	Evaluate, digital resources, generate	Technology class, reading basal, Scholastic News	3.4.1.a
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Information Fluency	TLW with guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	Ethical, copyright guidelines, paraphrasing	Weekly writing tests from basal, technology class	3.4.1.b
	TLW use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	Decipher, formats	Technology class, handwriting	3.4.1.c
Digital Citizenship	TLW practice the norms of appropriate and responsible technology use.			3.4.2
	TLW practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	Ethical behaviors, interacting, appropriate sites, diverse perspectives	Technology class	3.4.2.a
	TLW use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	Digital tools, social media, online collaborative tools, apps	Technology class	3.4.2.b
Spelling	TLW read, spell, and write the third grade 100 high frequency words from the Fry Word List.		Fry list included third grade LA curriculum	
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Handwriting	TLW use manuscript and cursive legible	Under-curve, down-curve, over-curve, check-stroke, slant Head line Base line mid line	Zaner Bloser	
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4th Grade				
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Word Analysis	The learner will use phonetic analysis to read and write grade-level text.	Root Words, Base Words Affixes, Prefix, Suffix Multi-Syllable Words	Basal Spelling Mastery	LA 4.1.3 LA 4.1.3.a LA 4.1.3.b
Fluency	The learner will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	Expression Smoothness Pace	Basal Basal-Leveled Readers	LA 4.1.4 LA 4.1.4.a LA 4.1.4.b
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks

Curriculum Map – Reading/Language Arts

Vocabulary	<p>The learner will build and use conversational, academic, and content-specific grade-level vocabulary.</p> <p>The learner will build and use language arts specific grade-level vocabulary.</p>	<p>Subject, Predicate, Noun Verb, Adjective, Adverb Interjection, Pronoun Possessives, Preposition Object of the Preposition Articles, Helping Verbs Linking Verbs Conjunctions, Synonyms Antonyms Homographs, Homophones Multi-meaning Words Homonyms Phrase, Clause Independent, Dependent Skim, Scan</p>	<p>Taught across all core curriculums</p> <p>Basal Schoolhouse Rock Video Clips Picture Books Grammar Sheets</p>	<p>LA 4.1.5 LA 4.1.5.a LA 4.1.5.b LA 4.1.5.c LA 4.1.5.d</p>
Comprehension	<p>The learner will construct meaning by using the comprehension strategy of visualization while reading grade-level literary and informational text.</p> <p>The learner will construct meaning by using the comprehension strategy of text structure while reading grade-level literary and informational text.</p> <p>The learner will construct meaning by using the comprehension strategy</p>	<p>Imagery</p> <p>Cause/Effect Description/Spatial Compare/Contrast Problem/Solution Sequence Chronological Order</p> <p>Beginning , Middle, End Sequence Clue Words</p>	<p>Basal Internet Resources Poems/Poetry Drawing Activity</p> <p>Basal Internet Resources Act out scenarios How to Projects/Demonstrations <u>If You Take a Mouse to School</u> <u>Cloudy With a Chance of Meat Balls</u> <u>Charlotte's Web</u></p>	<p>LA 4.1.6 LA 4.1.6.a LA 4.1.6.b LA 4.1.6.d LA 4.1.6.e LA 4.1.6.g LA 4.1.6.h LA 4.1.6.i LA 4.1.6.j LA 4.1.6.k LA 4.1.6.l LA 4.1.6.m LA 4.1.6.n LA 4.1.6.o LA 4.1.6.p</p>

Curriculum Map – Reading/Language Arts

	of sequence while reading grade-level literary and informational text.	(first, next, last)		
	The learner will construct meaning by using the comprehension strategy of background knowledge while reading grade-level literary and informational text.	Text-to-Self Text-to-Text Text-to-World	Basal Internet Resources Video Clips	
	The learner will construct meaning by using the comprehension strategy of questioning while reading grade-level literary and informational text.	Before, During, After Thick and Thin Set Purpose Prediction	Basal Internet Resources KWL Charts	
	The learner will construct meaning by using the comprehension strategy of inferring while reading grade-level literary and informational text.	It says, I say, and so I infer I conclude	Basal Internet Resources Inferring Song	
	The learner will construct meaning by using the comprehension strategy of summarizing while reading grade-level literary and informational text.	Summarize Main idea Supporting Details	Basal Internet Resources Paragraph Shrinking Who or What Most Important Details Sentences with 10 words or less	
	The learner will construct meaning by using the comprehension strategy of story structure while reading grade-level literary and informational text.	Story Elements, Setting, Characters, Plot, Rising Action, Climax Falling Action, Resolution, Theme, Mood, Flashback Foreshadowing	Basal Internet Resources Story Map Read Alouds Video Clips	
	The learner will construct meaning	Topic Sentence	Basal	

Curriculum Map – Reading/Language Arts

	<p>by using the comprehension strategy of predict and set purpose while reading grade-level literary and informational text.</p> <p>The learner will construct meaning by using the comprehension strategy of author's purpose while reading grade-level literary and informational text.</p> <p>The learner will construct meaning by using the comprehension strategy of monitor and clarify while reading grade-level literary and informational text.</p> <p>The learner will construct meaning by using the comprehension strategy of apply while reading grade-level literary and informational text.</p>	<p>Persuade Inform Entertain</p> <p>Monitor, Clarify, Pause Reread, Rewind Fast forward Context clues</p> <p>Genre Compare/Contrast</p>	<p>Animal Informational Texts</p> <p>Basal Internet Resources PIE Chart</p> <p>Basal Internet resources Hand signals</p> <p>Basal Internet resources Reference material</p>	
Comprehension	The learner will identify and explain why authors use literary devices.	<p>Simile Metaphor Alliteration Onomatopoeia Imagery Rhythm Personification Hyperbole Idioms</p>	<p>Basal Internet Resources Alliteration Day Onomatopoeia Breakfast Poems Read Alouds Interactive Bulletin Board Idiom Project Tall Tales</p>	4.1.6.c
Comprehension	The learner will distinguish between fact and opinion.	<p>Fact Opinion</p>	<p>Basal Internet Resources</p>	

Curriculum Map – Reading/Language Arts

		Valid Faulty Both Statement	Comics	
Comprehension	The learner will read and understand selections in first and third person points of view.	First Person Third Person Second Person	Basal Internet Resources	
Comprehension	The learner will be able to read and identify generalizations.	Generalization, Valid Faulty, All, Sometimes, Often, Never, None, Most, Always Everyone	Basal Internet Resources	
Genre	The learner will read and identify characteristics of different types of genre. The learner will read and or share self-selected books/stories of different genre. (4-R	Fiction, Nonfiction Historical Fiction Realistic Fiction Science Fiction Myth, Play, Fable, Folktale, Poetry, Legend, Fantasy, Fairy Tale Tall Tale Expository Text Informational Text Biography Autobiography Friendly Letter How-to-directions	Basal Internet Resources Cards on Walls	LA 4.1.6
Text Features	The learner will interpret information from diagrams, charts, and graphs. The learner will identify and use	Graph Chart Diagram Photograph	Basal Internet Resources	LA 4.1.6.f

Curriculum Map – Reading/Language Arts

	different text features to understand a text.	Caption Table		
Text Dependent Analysis	The learner will construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	TDA Evidence Sentence Stems Topic sentence Plagiarism Essay Informational Text Important Information Citation Copyright	Internet Resources Informational Passages for Text Marking and Close Reading Highlighters Computers	LA 4.1.6.i LA 4.2.1.a LA 4.2.1.b LA 4.2.1.c LA 4.2.1.d LA 4.2.1.e LA 4.2.1.g LA 4.2.1.h LA 4.2.1.i LA 4.2.1.j LA 4.2.2.a LA 4.2.2.b LA 4.2.2.c LA 4.2.2.d LA 4.2.2.e LA 4.4.1.a LA 4.4.1.b LA 4.4.1.c
Writing Process	<p>The learner will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <p>The learner will use graphic organizers to generate and organize ideas in the writing process.</p> <p>The learner will incorporate the Six</p>	Brainstorm Web 1 st Draft Revise Edit Final Draft/Copy Publish Paragraph Topic Sentence Bait Body Conclusion	Internet Resources Writer's Express Graphic Organizers Peer Edit Sheet Peer Revise Sheet Train Poster – How to write a good paragraph Computers	LA 4.2.1 LA 4.2.1.a LA 4.2.1.b LA 4.2.1.c LA 4.2.1.d LA 4.2.1.e LA 4.2.1.f LA 4.2.1.g LA 4.2.1.h LA 4.2.1.j LA 4.2.2.a LA 4.2.2.d

Curriculum Map – Reading/Language Arts

	<p>Traits of Writing in a variety of writing compositions. (ex: personal narrative, text dependent analysis, biography, self-selected research project, etc.)</p> <p>The learner will write a composition to fit a given prompt or topic.</p> <p>The learner will write “how-to” directions.</p> <p>The learner will take notes from text and presentations and summarize while learning.</p>	<p>Greeting Salutation Ideas Organization Voice Sentence Fluency Word Choice Conventions Prompt Graphic Organizer Sequence Summarize</p>		LA 4.2.2.e
Grammar	<p>The learner will identify and use parts of speech when writing.</p> <p>The learner will use capitalization rules. (ex: buildings, places, and titles of publications, etc.)</p> <p>The learner will identify and punctuate the four different sentence types.</p>	<p>Subject Predicate Noun Verb Adjective Adverb Interjection Pronoun Possessives Preposition Object of the Preposition Articles Helping Verbs Linking Verbs Conjunctions Subject Predicate</p>		LA 4.2.1

Curriculum Map – Reading/Language Arts

		<p>Contractions</p> <p>Possessives</p> <p>Quotation Marks</p> <p>Commas</p> <p>Dependent Clause</p> <p>Independent Clause</p> <p>Verb Tense</p> <p>Regular verbs</p> <p>Irregular verbs</p> <p>Past</p> <p>Present</p> <p>Future</p> <p>Comparative Adjectives</p> <p>Superlative Adjectives</p>		
Speaking	The learner will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	<p>Formal voice</p> <p>Informal voice</p> <p>Grammar</p> <p>Eye Contact</p> <p>Volume</p> <p>Pronunciation</p> <p>Word Choice</p> <p>Visuals</p> <p>Perspective</p> <p>Pertinent Questions</p>	<p>Basal</p> <p>Classroom Discussions</p> <p>Partner Share</p> <p>Small Groups</p> <p>One on one with teacher</p> <p>School psychologist - Holli</p>	<p>LA 4.3.1</p> <p>LA 4.3.1.a</p> <p>LA 4.3.1.b</p> <p>LA 4.3.1.c</p> <p>LA 4.3.1.d</p> <p>LA 4.3.1.e</p>
Listening	<p>The learner will develop and demonstrate active listening skills across a variety of situations.</p> <p>The learner will listen and discuss several forms of literature that is read</p>	<p>Eye Contact</p> <p>Active Listening</p> <p>Whole Body Listening</p> <p>Directions</p> <p>Multi-step Directions</p>	<p>Basal</p> <p>Classroom Discussions</p> <p>Partner Share</p> <p>Small Groups</p> <p>One on one with teacher</p> <p>School psychologist - Holli</p>	<p>LA 4.3.2</p> <p>LA 4.3.2.a</p> <p>LA 4.3.2.b</p> <p>LA 4.3.2.c</p>

Curriculum Map – Reading/Language Arts

	to them.			
Reciprocal Communication	The learner will develop, apply, and adapt reciprocal communication skills.	Social Etiquette Social Cues Sensitivity Stereotypes Clarify Communicate Issue Topic Multi-meaning words Sympathy Empathy	Second Step??? Guidance Counselor Fair and Equal Creating a Family	LA 4.3.3 LA 4.3.3.a LA 4.3.3.b LA 4.3.3.c LA 4.3.3.d LA 4.3.3.e
Information Fluency	The learner will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).	TDA Evidence Sentence Stems Topic sentence Plagiarism, Essay Informational Text Important Information Citation, Copyright Brainstorm, Web 1 st Draft Revise Edit Final Draft/Copy Publish, Paragraph Topic Sentence Bait, Body Conclusion	Biography Project Animal Report	LA 4.4.1
Digital Citizenship	The learner will practice the norms of appropriate and responsible	Ethical Social media, Domain	Basal Technology	LA 4.4.2 LA 4.4.2.a

Curriculum Map – Reading/Language Arts

	technology use.	.org .com. .edu Digital Footprint Technology, App Internet, Search Engine Website, Email		LA 4.4.2.b
Reference	<p>The learner will determine meaning by using reference materials.</p> <p>The learner will skim/scan a selection in a textbook or other reference material to acquire specific information.</p> <p>The learner will use and identify characteristics of nonfiction text. The learner will identify and use parts of a textbook or nonfiction book.</p> <p>The learner will identify organizational elements of nonfiction texts.</p> <p>The learner will identify, locate, and use multiple resources and reference materials.</p>	<p>Encyclopedia Thesaurus Dictionary Internet Atlas Google Almanac Skim Scan Magazines Periodicals Title page Table of Contents Glossary Index Headings Subheadings Italics Bold Print Caption</p>		LA 4.1.5.e
Handwriting	The learner will use legible cursive writing and/or manuscript writing.			
Spelling	The learner will read, spell, and write the fourth grade 100 high frequency	Body, Fish, Problem, Piece, Heard, Top,		

Curriculum Map – Reading/Language Arts

	words from the Fry Word List.	<p>Better, Products, Waves, Covered, Five, Hundred, Slowly, Voice, South, Town, Travel, Music, Area, Compete, Told, Order, Ship, Best, Happened, Reached, Fast, Step, Against, Money, Seen, Sing, I'll, Wood, Color, Mark, Room, Usually, Red, Across, However, Whole, Listen, Several, Morning, Pattern, Map, Cold, War, Unit, Fire, Stand, Dog, Knew, Didn't, Door, Today, Low, Measure, Wind, Hold, Passed, Numeral, Farm, Cried, Ground, Figure, Upon, Sun, Horse, Since, Friends, Sure, During, Hours, Remember, Rock, Himself, Vowel, Table, Pulled, Plan, King, Certain, Questions, Birds, Ever, Easy, Become, Short, Black, Early, Space, Toward, True, North, Draw, Notice, Fall, Field</p>		
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Curriculum Map – Reading/Language Arts

5th Grade				
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Text Dependent Analytic Writing	Student will apply the writing process to plan draft, revise edit, and publish text dependent analyses using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level	prewriting/plan draft revise edit punctuation transitions thesis statement introduction body conclusion topic sentences proofread 5 paragraph essay - TDA	teacher created text dependent analysis unit C4L varied texts and prompts teacher created posters teacher created graphic organizer teacher conferencing peer to peer conferencing publish in digital format	LA 5.2.1 LA 5.2.1a LA 5.2.1b LA 5.2.1c LA 5.2.1.d LA 5.2.1g LA 5.2.1.e LA 5.2.1.f LA 5.2.1h LA 5.2.1.j LA 5.2.2 LA 5.2.1.b LA 5.2.2.a LA 5.2.2.c LA 5.2.2d
Creative Writing	Student will apply the writing process to plan draft, revise edit, and publish creative writing using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level Student will write in multiple modes	word choice intro, body, conclusion limerick biography poem concrete poem	teacher created monster description project teacher created poetry unit	LA 5.2

Curriculum Map – Reading/Language Arts

	for a variety of purposes and audiences across disciplines			
Descriptive Writing	<p>Student will apply the writing process to plan draft, revise edit, and publish descriptive writing using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level</p> <p>Student will write in multiple modes for a variety of purposes and audiences across disciplines</p>	<p>introduction</p> <p>body</p> <p>conclusion</p> <p>word choice</p>	<p>teacher created monster</p> <p>descriptive writing project</p> <p>publish in digital format</p>	LA 5.2
Informative Writing	<p>Student will apply the writing process to plan draft, revise edit, and publish informative writing using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level</p> <p>Student will write in multiple modes for a variety of purposes and audiences across disciplines</p>	<p>prewrite, draft, revise, edit, publish</p> <p>topic sentences</p>	<p>teacher created animal research project</p> <p>publish in digital format</p>	LA 5.2
Spelling	<p>Student will apply the writing process to plan draft, revise edit, and publish informative writing using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level</p>		<p>Frye’s Instant Word List</p> <p>Spelling City</p>	LA 5.2
Grammar	The learner will identify and use parts	subject	Reading Street worksheets	LA 5.2

Curriculum Map – Reading/Language Arts

	of speech when writing.	predicate nouns pronouns plural possessive nouns prepositional phrase action verb helping verb linking verb regular /irregular verb tense adverb adjective	teacher generated PPT Grammar Handbook IXL I Have Who has activities Scoot activities Connect the dots activities/games Adverb antics game Roll the dice activity	
Punctuation	The learner will use capitalization rules. (ex: buildings, places, and titles of publications, etc.) ll identify and punctuate the four different sentence types.	Quotation Marks direct quotation nouns of address interjections introductory expressions Capitalization	Grammar Handbook Teacher generated worksheets	LA 5.2
Speaking Skills	The learner will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	eye contact volume appropriate word choice enunciation visual aids	Oral speech presentation on animal after completing research paper	LA 5.3.1
Listening Skills	Students will develop and apply active listening skills across a variety of situations	attention non verbal cues recall questioning	speech presentations special guest speakers – Night of Twisters, Edgerton demonstrations peer to peer conferencing on writing projects	LA 5.3
Multiple Literacies	Students will apply information fluency and practice digital	plagiarism google classroom	teacher created animal research project	LA 5.4

Curriculum Map – Reading/Language Arts

	citizenship	gmail google docs google slides .com .edu .org		
Word Analysis	Students will use phonetic analysis to read and write grade-level text.	Greek and Latin roots prefix suffix	RS basil weekly vocabulary Targeted spelling lists with worksheets	LA 5.1.3 LA 5.1.3a
Fluency	Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	rate expression punctuation cues accuracy	RS basil weekly main selections and small group leveled readers repeated readings End of year novel study “Night of Twisters”	LA 5.1.4 LA 5.1.4a LA 5.1.4b
Vocabulary	Students will build and use conversational, academic, and content-specific grade-level vocabulary	Greek and Latin roots context clues prior knowledge synonym antonym homograph homophone multiple-meaning words	RS basil weekly vocabulary Targeted spelling lists RS skill worksheets on word analysis RS pictured vocabulary cards – website access RS weekly assessment	LA 5.1.5 LA 5.1.5.a LA 5.1.5.b LA 5.1.5.c LA 5.1.5.d LA 5.1.5.e
Comprehension	The learner will construct meaning by using the comprehension strategy of visualization while reading grade-level literary and informational text. The learner will construct meaning by using the comprehension strategy of text structure while reading	author’s purpose character setting plot point of view theme main idea compare and contrast	RS basil weekly main selections RS weekly worksheets RS leveled readers RS comprehension skill videos RS Background knowledge videos RS weekly assessment on targeted skill	LA 5.1.6 LA 5.1.6.a LA 5.1.6.b LA 5.1.6.d LA 5.1.6.e

Curriculum Map – Reading/Language Arts

	<p>grade-level literary and informational text.</p> <p>The learner will construct meaning by using the comprehension strategy of sequence while reading grade-level literary and informational text.</p> <p>The learner will construct meaning by using the comprehension strategy of background knowledge while reading grade-level literary and informational text.</p> <p>The learner will construct meaning by using the comprehension strategy of questioning while reading grade-level literary and informational</p>	fact/opinion graphic sources	End of year novel study “Night of Twisters” teacher created main idea and detail worksheets	<p>LA 5.1.6.f</p> <p>LA 5.1.6.g</p> <p>LA 5.1.6.h</p> <p>LA 5.1.6.i</p> <p>LA 5.1.6.j</p> <p>LA 5.1.6.k</p>
Comprehension Strategies	Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text	Summarize, inference background knowledge monitor and clarify questioning predict and set purpose story structure important ideas	End of year novel study “Night of Twisters”-story structure RS basil weekly main selections RS weekly worksheets RS leveled readers teacher created summarization unit	<p>LA 5.1.6.l</p> <p>LA 5.1.6m</p> <p>LA 5.1.6.n</p> <p>LA 5.1.6.n</p> <p>LA 5.1.6.o</p> <p>LA 5.1.6.p</p>
Comprehension of Literary Devices	Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text	literary devices simile metaphor alliteration onomatopoeia imagery rhythm personification	explicitly taught in LA through poetry unit Figurative Language PPT reinforced through RS main selection reinforced in writing narratives and descriptive writing	LA 5.1.6.c

Curriculum Map – Reading/Language Arts

		hyperbole idiom		
Comprehension	Students will text structure			
Comprehension	Student will explain the relationship or interactions between two or more individuals, events, ideas, or concepts in literary and information texts, citing textual evidence to develop a notional and international multicultural perspective	diverse culture	RS selections Satchel Paige Hold the Flag High The Ch'i-lin Purse Mahalia Jackson Sweet Musis in Harlem	LA 5.51.6.h
Comprehension	Student will select text for a particular purpose	text structure question cause effect problem solution sequence	RS skill short readings IXL	LA 5.1.6i LA 5.1.6k
Comprehension	Student will build background knowledge and activate prior knowledge to identify text to self, text to text,and text to world connections before and after reading	background knowledge	Background building videos through Street and “Question of the Week” discussion.	LA 5.1.6.l
Comprehension	Student will self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	Monitor and Clarify Questioning	Repeated readings Teacher led discussion of main selections through Reading Street	LA 5.1.6.m

6th Grade				
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or

Curriculum Map – Reading/Language Arts

				Frameworks
Text Dependent Analytic Writing	<p>Student will apply the writing process to plan draft, revise edit, and publish writing using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level</p> <p>Student will write in multiple modes for a variety of purposes and audiences across disciplines</p>	prewriting/plan draft revise edit punctuation transitions thesis statement introduction body conclusion topic sentences proofread 5 paragraph essay - TDA	teacher created text dependent analysis unit teacher conferencing peer to peer conferencing publish in digital format	LA 6.2.1 LA 6.2.1a LA 6.2.1b LA 6.2.1c LA 6.2.1d LA 6.2.1g LA 6.2.1e LA 6.2.1f LA 6.2.1h LA 6.2.1j LA 6.2.2 LA 6.2.1.b LA 6.2.2.a LA 6.2.2.c LA 6.2.2d
Creative Writing	<p>Student will apply the writing process to plan draft, revise edit, and publish creative writing using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level</p>	word choice conflict, setting character plot, theme, simile metaphor hyperbole	teacher created folk tale writing project	LA 6.2
Creative Writing	<p>Student will apply the writing process to plan draft, revise edit, and publish creative writing using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level</p>	ode simile metaphor diamante word choice	teacher created poetry unit adverb poem activity	LA 6.2
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Narrative/Descri	Student will apply the writing process	introduction	teacher created narrative writing	LA 6.2.1

Curriculum Map – Reading/Language Arts

ptive Writing	to plan draft, revise edit, and publish descriptive writing using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level	body conclusion transitions sequence voice word choice	project publish in digital format	
Informative Writing	Student will apply the writing process to plan draft, revise edit, and publish informative writing using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level	prewrite, draft, revise, edit, publish topic sentences transitions thesis introduction, body, conclusion	teacher created South American country research project publish in digital format	LA 6.2.1
Spelling	Student will apply the writing process to plan draft, revise edit, and publish informative writing using correct spelling, grammar, punctuation, and other convention of standard English appropriate for grade-level		Frye's Instant Word List Spelling City	LA 6.2.1
Grammar	The learner will identify and use parts of speech when writing.	subject predicate, nouns pronouns plural possessive nouns prepositional phrase action verb helping verb linking verb regular /irregular verb tense, adverb adjective	Reading Street worksheets teacher generated PPT Grammar Handbook IXL I Have Who has activities Scoot activities Connect the dots activities/games Adverb antics game Roll the dice activity Adverb Poem activity	LA 6.2.1
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Punctuation	The learner will use capitalization	Quotation Marks	Grammar Handbook	LA 6.2.1

Curriculum Map – Reading/Language Arts

	rules. (ex: buildings, places, and titles of publications, etc.) The learner will identify and punctuate the four different sentence types.	direct quotation	Teacher generated worksheets	
Speaking Skills	Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes	eye contact volume appropriate word choice enunciation visual aids	Oral speech presentation on South American country after completing research paper	LA 6.3.1
Listening Skills	Students will develop and apply active listening skills across a variety of situations	attention non verbal cues recall questioning	speech presentations special guest speakers peer to peer conferencing on writing projects	LA 6.3
Multiple Literacies	Students will apply information fluency and practice digital citizenship	plagiarism google classroom gmail google docs google slides .edu .com org	teacher created South American country research project	LA 6.4
Word Analysis	Demonstrate knowledge of phonetic and structural analysis to read grade level text.	Greek and Latin roots, Affixes,	Basal, Lexia program, IXL computer program	6.1.3 a
Fluency	Develop accuracy, phrasing, and expression while reading variety of grade-level text and self-selected texts.	Accuracy, phrasing, expression, stamina	Basal, short stories, Maniac Magee, Accelerated Reading program	6.1.4
Skills	The learner will:	Vocabulary	Instructional Resources	State Standards or Frameworks
Vocabulary	1. Apply knowledge of Greek, Latin,	Root, prefix, suffix,	Basal, Lexia program, IXL	6.1.5.a

Curriculum Map – Reading/Language Arts

	<p>and Anglo-Saxon roots, prefixes, and suffixes to understand complex words throughout content areas.</p> <p>2. Select and use context clues and text features to determine meaning of unknown words.</p> <p>3. Identify and use semantic relationships to determine the meaning of words and aid in comprehension.</p> <p>4. Utilize reference materials to determine meaning and pronunciation of words and phrases.</p> <p>5. Acquire new academic and content-specific grade-level vocabulary.</p>	<p>context clues, multiple meanings, metaphor, simile, idiom, analogy, synonym, antonym</p>	<p>computer program, print/digital dictionary and thesaurus</p> <p>Cross-curricular core classes</p>	<p>6.1.5.b 6.1.5.d 6.1.5.e</p>
Comprehension Strategies	<p>Sequence: Order narrative and expository selections chronologically.</p> <p>Question: Construct and/or answer literal, inferential, critical, and interpretive questions while supporting answers with explicit evidence from the text or additional sources.</p> <p>Background Knowledge: Build background knowledge and activate prior knowledge by making connections.</p> <p>Story Structure: 1. Analyze characters' feelings, actions, traits, and motives citing textual evidence to develop multicultural perspective. 2. Analyze characters' conflicts.</p>	<p>*Chronological, sequential</p> <p>*Literal, inferential, critical, interpretive</p> <p>*Text to self, text to text, text to world</p> <p>*Character traits, motives</p>	<p>Basal, short stories, Maniac Magee</p> <p>Question Answer Read Strategy</p>	<p>(FC)</p> <p>6.1.6.i</p> <p>6.1.6.l</p> <p>6.1.6.h 6.1.6.b</p>

Curriculum Map – Reading/Language Arts

	<p>3. Identify first and third person point of views. 4. Relate setting to problem/solution. 5. Explain ways setting contributes to mood. 6. Identify plot structure.</p> <p>7. Identify theme of a literary selection. Text Structure: 1. Identify and cite text evidence of different organization patterns/text structures.</p> <p>2. Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text. Monitor & Clarify: Self-monitor comprehension and independently apply appropriate strategies to understand text. Inferring: 1. Make inferences to analyze text to determine the author's viewpoint/bias. 2. Make inferences to analyze the text to determine the author's purpose.</p> <p>3. Make and confirm inferences with text evidence while previewing and</p>	<p>*Point of view</p> <p>*Setting. *Exposition, rising action, climax, falling action, resolution.</p> <p>*Theme, life lesson</p> <p>*Structure, cause/effect compare/contrast sequence/chronological problem/solution description fact/opinion</p> <p>*Headings, captions, graphics, charts, tables, diagrams</p> <p>*Monitor, clarify, reading rate, skim and scan</p> <p>*Inference, viewpoint, bias</p> <p>*Inform, persuade, entertain, author's purpose</p>	<p>Basal, IXL computer program, content area textbooks</p> <p>*Reading Plus computer program</p> <p>*Basal, short stories, Maniac Magee</p> <p>* Basal, IXL computer</p>	<p>6.1.6.j</p> <p>6.1.6.f</p> <p>6.1.6.m</p> <p>6.1.6.a</p> <p>6.1.6n</p> <p>6.1.6.e</p> <p>6.1.6.d</p>
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Curriculum Map – Reading/Language Arts

	<p>reading literary, information, digital text, and/or media.</p> <p>Summarize: 1. Summarize and analyze an informational text and/or media, using supporting details to explain the main idea. 2. Summarize and analyze a literary text and/or media, using key details to explain the theme.</p> <p>Apply: 1. Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.</p> <p>2. Select text for a particular purpose and cite evidence to support analysis, reflection, or research. 3. Evaluate and critique ideas and context.</p> <p>Predict & Set Purpose: 1. Make and confirm/modify predictions with text evidence while previewing and reading literary, information, digital text, and/or media.</p> <p>Visualize: Use sensory images to construct meaning.</p>	<p>*Summarize, main idea, supporting details, theme</p> <p>*Genre, realistic fiction, poetry, haiku, free verse, folk and fairy tale, multicultural literature</p> <p>*Analysis, reflect, research</p> <p>*Live production, story, drama, poem, artistic representation, media</p>	<p>program, content area textbooks</p> <p>*Basal, short stories, Maniac Magee</p> <p>*Basal, short stories, Maniac Magee, Latin America Folk Tales</p>	<p>6.1.6.g</p> <p>6.1.6.k</p> <p>6.1.6.o 6.1.6.p</p>
Comprehension of Literary	Analyze and explain literary devices.	*Simile, metaphor, alliteration,	Basal, IXL computer program, Readworks.org	6.1.6.c

Curriculum Map – Reading/Language Arts

Devices		onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood, flashback		
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7th grade						
Units (In Sequence)	Estim ated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Grammar/Parts of Speech (Part 1): Subject/Pred	22	(1.) write complete sentences, using a complete subject and a complete predicate (2.) identify fragments	Subject Predicate Simple Subject/Pred.	Basic Language: Workbook and Handbook by Harper & Row Teacher-made	Auxiliary Verb Oral Quiz Subject/Predic ate Quiz	7.1.3.a 7.1.5.a 7.1.5.b 7.1.5.c 7.1.5.d 7.1.5.e

Curriculum Map – Reading/Language Arts

Types of Nouns: Common, Proper, PN, DO, APP Subject/Verb Agreement		and run-ons within his/her own writing and know how to properly correct them. (3.) use a variety of methods to create sentences for a desired purpose and audience	Auxiliary Verb Linking Verb Action Verb Compound Subject/Verb Commands Common vs Proper Nouns Direct Objects Predicate Nominatives Appositives Subject/Verb Agreement	worksheets and quizzes Teacher-made Smart Board Notes, Examples, & Exercises	Noun Quiz	7.2.1.d 7.2.1.h 7.2.2.d 7.3.1.d 7.3.1.e 7.3.2.a 7.3.2.b 7.3.2.c 7.3.3.a 7.3.3.b 7.3.3.c 7.3.3.d 7.3.3.e
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Grammar/Parts of Speech (Part2):	18	(1.) identify and use all eight parts of speech when writing.	Pronoun Antecedent	Basic Language: Workbook and Handbook by Harper &	Pronoun Quiz Adjective Quiz	7.1.3.a 7.1.5.a 7.1.5.b

Curriculum Map – Reading/Language Arts

(Pronouns, Adjectives, Adverbs)		<p>(2.) apply rules of mechanics and usage.</p> <p>(3.) be able to use pronouns, adjectives, and adverbs correctly within his/her writing in order to sound mature, thoughtful and intelligent.</p>	<p>Adjectives</p> <p>Adverbs</p>	<p>Row</p> <p>Teacher-made worksheets and quizzes</p> <p>Teacher-made Smart Board Notes, Examples, & Exercises</p>	Adverb Quiz	<p>7.1.5.c</p> <p>7.1.5.d</p> <p>7.1.5.e</p> <p>7.2.1.d</p> <p>7.2.1.h</p> <p>7.2.2.d</p> <p>7.3.1.d</p> <p>7.3.1.e</p> <p>7.3.2.a</p> <p>7.3.2.b</p> <p>7.3.2.c</p> <p>7.3.3.a</p> <p>7.3.3.b</p> <p>7.3.3.c</p> <p>7.3.3.d</p> <p>7.3.3.e</p>
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
NeSA-ELA Review	8	<p>(1.) review all text structures and how to identify them within varied texts.</p> <p>(2.) review all types of NeSA-ELA questions.</p> <p>(3.) review CLOSE reading techniques.</p>	<p>Compare/Contrast</p> <p>Problem/Solution</p> <p>Spatial</p> <p>Chronological</p>	<p>Text Structure PPT - TeacherTube</p> <p>C4L Assessments</p> <p>NDE Practice Assessments</p>	NeSA-ELA Assessment	Review of ALL ELA Standards

Curriculum Map – Reading/Language Arts

		(4.) review formatting and writing of TDA questions.	Sequential Cause/ Effect			
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Poetry	12	<p>(1.) learn to “read between the lines” (infer) when encountering poetry; they will realize that often times poems are not literal, but represent something much deeper.</p> <p>(2.) pay attention to the form a poem is written in order to gain a better understanding of the “sound” a poem should have - and how this affects the meaning of a poem.</p> <p>(3.) understand that poetry is to be performed, not only read</p>	<p>Stanza</p> <p>Free Verse</p> <p>Rhyme</p> <p>Exact Rhyme</p> <p>Internal Rhyme</p> <p>Tone</p> <p>Visual Image</p> <p>Stressed/Unstressed Syllable</p> <p>Lyric</p> <p>Ode</p> <p>Sonnet</p> <p>Ballad</p>	<p>Teacher-made worksheets, presentations, and writing assignments</p> <p>Teacher-made Smart Board Notes/Examples/Exercises</p> <p>Poems from “Teen Ink” website</p> <p>Various song lyrics from the Internet/Songs from iTunes</p> <p>Poems from Holt’s <i>Elements of Literature - First Course</i></p>	<p>Poetry Terminology Quiz</p> <p>Poem about <i>The Outsiders</i> characters</p>	<p>7.1.3.a</p> <p>7.1.4.a</p> <p>7.1.5.a</p> <p>7.1.5.b</p> <p>7.1.5.c</p> <p>7.1.5.d</p> <p>7.1.5.e</p> <p>7.1.6.a</p> <p>7.1.6.b</p> <p>7.1.6.c</p> <p>7.1.6.d</p> <p>7.1.6.e</p> <p>7.1.6.f</p> <p>7.1.6.g</p> <p>7.1.6.h</p> <p>7.1.6.i</p> <p>7.1.6.l</p> <p>7.1.6.m</p> <p>7.1.6.n</p> <p>7.1.6.o</p> <p>7.1.6.p</p> <p>7.1.2.a</p> <p>7.1.2.b</p> <p>7.1.2.c</p> <p>7.1.2.d</p>

Curriculum Map – Reading/Language Arts

			Haiku Free-Verse Cinquain Poetry Formatting			7.1.2.e 7.1.2.f 7.1.2.g 7.1.2.h 7.1.2.j 7.2.2.a 7.2.2.b 7.2.2.c 7.2.2.d 7.2.2.e 7.3.2.a 7.3.2.b 7.3.2.c 7.3.3.a 7.3.3.b 7.3.3.c 7.3.3.d 7.3.3.e
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
<i>The Outsiders</i>	32	(1.) articulate how an author's background and the historical background of the novel influence the characters' actions, talk, dress, and interactions. (2.) read for the underlying story "metaphor" or theme and	Simile Metaphor Personification Alliteration Onomatopoeia	<i>The Outsiders</i> - novel Teacher-made worksheets, quizzes, final exam, presentation and writing assignments Teacher-made Smart Board Notes/Examples/Exercises	Chapter Quizzes Final Novel Exam Editorial Letter Figurative Language Quiz	7.1.3.a 7.1.4.a 7.1.5.a 7.1.5.b 7.1.5.c 7.1.5.d 7.1.5.e 7.1.6.a 7.1.6.b 7.1.6.c 7.1.6.d

Curriculum Map – Reading/Language Arts

		<p>will be able to interpret such theme in order to make a connection to his or her own personal experience.</p> <p>(3.) read, recognize and interpret character evolution and what events caused this.</p> <p>(4.) use the eight forms of figurative language to interpret and describe elements of the novel.</p> <p>(5.) efficiently and effectively utilize Word/Pages and Power Point - or Google products to make a presentation.</p> <p>(6.) implement appropriate speaking skills when making a large-group presentation</p>	<p>Hyperbole</p> <p>Idiom</p> <p>Oxymoron</p> <p>Autobiography</p> <p>Biography</p> <p>Foreshadowing</p> <p>Sequence</p> <p>Compare/Contrast</p> <p>Cause/Effect</p> <p>Character Evolution</p>	<p>NDE 6 Traits Writing Rubric</p> <p>TDA Formatting Sheet</p> <p>Book Report Rubric</p> <p>http://www.sehinton.com</p> <p>http://kyrene.org/schools/brisas/sunda/decade/1960.htm</p>	<p>Characterization TDA</p> <p>Book Report PPT Presentation</p>	<p>7.1.6.e</p> <p>7.1.6.f</p> <p>7.1.6.g</p> <p>7.1.6.h</p> <p>7.1.6.i</p> <p>7.1.6.j</p> <p>7.1.6.k</p> <p>7.1.6.l</p> <p>7.1.6.m</p> <p>7.1.6.n</p> <p>7.1.6.o</p> <p>7.2.1.a</p> <p>7.2.1.b</p> <p>7.2.1.c</p> <p>7.2.1.d</p> <p>7.2.1.e</p> <p>7.2.1.f</p> <p>7.2.1.g</p> <p>7.2.1.h</p> <p>7.2.1.i</p> <p>7.2.1.j</p> <p>7.2.2.a</p> <p>7.2.2.b</p> <p>7.2.2.c</p> <p>7.2.2.d</p> <p>7.2.2.e</p> <p>7.3.1.a</p> <p>7.3.1.b</p> <p>7.3.1.c</p> <p>7.3.1.d</p> <p>7.3.1.e</p> <p>7.3.1.f</p> <p>7.3.2.a</p>
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Curriculum Map – Reading/Language Arts

						7.3.2.a 7.3.2.b 7.3.2.c 7.3.3.a 7.3.3.b 7.3.3.c 7.3.3.d 7.3.3.e 7.4.1.a 7.4.1.b 7.4.1.c 7.4.2.a 7.4.2.b
Units (In Sequence)	Estim ated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
<i>Where the Red Fern Grows</i> (Includes intro to Elements of Fiction & Plot)	45	(1.) define and show examples for all five steps of plot. (2.) define and show examples of all elements of fiction. (3.) “change” his/her voice when writing to different audiences (letters).	Plot Exposition Rising Action Climax Falling Action Resolution	Wilson Rawls Background Information <i>Where the Red Fern Grows</i> Novel Chapter Study Guides Teacher-made PPTS - Plot and Elements of Fiction	Elements of Plot/Fiction Quiz Chapter Quizzes (3) Book Report PPT Presentation Letter (Pt of	7.1.3.a 7.1.4.a 7.1.5.a 7.1.5.b 7.1.5.c 7.1.5.d 7.1.5.e 7.1.6.a 7.1.6.b 7.1.6.c 7.1.6.d 7.1.6.e

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		<p>(4.) give useful peer responses to others about their writing.</p> <p>(5.) apply peer responses to his or her writing and use those recommendations to make improvements.</p> <p>(6.) efficiently and effectively utilize Word/Pages and Power Point - or Google products to make a presentation.</p> <p>(7.) implement appropriate speaking skills when making a large-group presentation.</p>	<p>Point of View</p> <p>1st Person Pt. of View</p> <p>2nd Person Pt. of View</p> <p>3rd Person Omniscient Pt. of View</p> <p>3rd Person Limited Pt. of View</p> <p>Conflict</p> <p>Man vs Man</p> <p>Man vs Nature</p> <p>Man vs Society</p> <p>Man vs Self</p> <p>Theme</p> <p>Setting</p> <p>Mood</p> <p>Main</p>	Book Report Rubric	<p>View/Voice)</p> <p>Compare/Contrast Book vs Movie - TDA</p>	<p>7.1.6.f</p> <p>7.1.6.g</p> <p>7.1.6.h</p> <p>7.1.6.i</p> <p>7.1.6.j</p> <p>7.1.6.k</p> <p>7.1.6.l</p> <p>7.1.6.m</p> <p>7.1.6.n</p> <p>7.1.6.o</p> <p>7.1.6.p</p> <p>7.2.1.a</p> <p>7.2.1.b</p> <p>7.2.1.d</p> <p>7.2.1.e</p> <p>7.2.1.f</p> <p>7.2.1.g</p> <p>7.2.1.h</p> <p>7.2.1.i</p> <p>7.2.1.j</p> <p>7.2.2.a</p> <p>7.2.2.b</p> <p>7.2.2.c</p> <p>7.2.2.d</p> <p>7.2.2.e</p> <p>7.3.1.a</p> <p>7.3.1.b</p> <p>7.3.1.c</p> <p>7.3.1.d</p> <p>7.3.2.a</p> <p>7.3.2.b</p> <p>7.3.2.c</p> <p>7.3.3.a</p>
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Curriculum Map – Reading/Language Arts

			Character Minor Character Antagonist Protagonist Foreshadowing Predicting Summarizing Compare & Contrast			7.3.3.b 7.3.3.c 7.3.3.d 7.3.3.e 7.4.1.a 7.4.1.b 7.4.1.c 7.4.2.a 7.4.2.b
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Types of Writing	42 Total (18 - First Semester) (24 - Second)	(1.) compose various pieces of writing - for whatever appropriate purpose and audience - that contain an interesting beginning, a solid middle, and a strong sense of conclusion. (2.) compose pieces of	Ideas/Content Voice Word Choice Organization Sentence Fluency	“Six Traits” Example Papers NDE - Anchor Papers NDE - Six Traits Rubric NDE - Practice Prompts Bing, Bang, Bongo PPT	Descriptive Essays Bing Bang Bongo Essays TDA Essays NeSA-ELA	7.2.1.a 7.2.1.b 7.2.1.c 7.2.1.d 7.2.1.e 7.2.1.f 7.2.1.g 7.2.1.h 7.2.1.i 7.2.1.j 7.2.2.a

Curriculum Map – Reading/Language Arts

	Semester)	<p>writing that are free from errors in grammar, punctuation, spelling, and other conventions.</p> <p>(3.) write in complete sentences using a variety of sentence strategies in order to create a sense of writing fluency.</p> <p>(4.) use the concepts of conventions and sentence fluency in order to make his/her writing sound mature, thoughtful, and intelligent.</p>	Conventions Rubric Prompt Descriptive Essay Show vs Tell Draft Revision Editing Publishing Author's Note PQP (Praise, Question, Polish) Proofreading Symbols	<p>Bing, Bang, Bongo Formatting Sheets</p> <p>TDA Formatting Sheet</p> <p>NDE - C4L - TDA Passages and Questions</p> <p>Student Example TDAs</p>		<p>7.2.2.b</p> <p>7.2.2.c</p> <p>7.2.2.d</p> <p>7.2.2.e</p> <p>7.3.2.a</p> <p>7.3.2.b</p> <p>7.3.2.c</p> <p>7.3.3.a</p> <p>7.3.3.b</p> <p>7.3.3.c</p> <p>7.3.3.d</p> <p>7.3.3.e</p>
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Sentence Types and Strategies	6	(1.) be able to write complete sentences,	Fragment	Basic Language: Workbook and	Sentence Strategy Quiz	7.2.1.d 7.2.1.e

Curriculum Map – Reading/Language Arts

		using a variety of sentence structures to create a sense of writing fluency.	Run-On FANBOYS I,cl I;l	Handbook by Harper & Row Teacher-made worksheets and quizzes Teacher-made Smart Board Notes, Examples, & Exercises	NeSA-ELA	7.2.1.h
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8 th Grade						
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Figurative Language Unit	16	(1.) recognize examples of figurative language and its use when encountered in everyday life. (2.) implement figurative language examples into his/her writing to make it richer and more descriptive. (3.) effectively use presentation resources (iMovie, Google Slides, etc) to construct an entertaining	Simile Metaphor Personification Alliteration Hyperbole Idiom Oxymoron	Various Figurative Language Websites Teacher-Made Activities/Projects	Figurative Language Quiz	8.1.6.c 8.2.1.a 8.2.1.b 8.2.1.e 8.2.1.h 8.2.1.j 8.2.2.a 8.2.2.b 8.2.2.c 8.3.1.a 8.3.1.b 8.3.1.c 8.3.1.d

Curriculum Map – Reading/Language Arts

		<p>presentation.</p> <p>(4.) implement appropriate speaking skills when making a presentation.</p>	Onomatopoeia			<p>8.3.1.e</p> <p>8.3.1.f</p> <p>8.3.2.a</p> <p>8.3.2.b</p> <p>8.3.2.c</p> <p>8.3.3.a</p> <p>8.3.3.b</p> <p>8.3.3.c</p> <p>8.3.3.d</p> <p>8.3.3.e</p> <p>8.4.1.a</p> <p>8.4.1.b</p> <p>8.4.1.c</p> <p>8.4.2.a</p> <p>8.4.2.b</p>
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Grammar/Parts of Speech	25	<p>(1.) use nouns and pronouns correctly in sentences, in regards to number, case, capitalization, and use in the sentence.</p> <p>(2.) use adjectives and adverbs correctly within his/her writing in order to sound mature, thoughtful, and intelligent.</p> <p>(3.) apply rules of mechanics and usage.</p>	<p>Noun</p> <p>Common Noun</p> <p>Proper Noun</p> <p>Adjective</p> <p>Adverb</p> <p>Preposition</p> <p>Prepositional Phrase</p>	<p>Basic Language: Workbook and Handbook by Harper and Row</p> <p>Teacher-made worksheets and quizzes</p> <p>Teacher-made Smart Board Notes, Examples, and Exercises</p>	<p>Noun and Pronoun Quiz</p> <p>Adjective Quiz</p> <p>Adverb/Preposition Quiz</p>	<p>8.1.3.a</p> <p>8.1.5.a</p> <p>8.1.5.b</p> <p>8.1.5.c</p> <p>8.1.5.d</p> <p>8.1.5.e</p> <p>8.2.1.d</p> <p>8.2.1.h</p> <p>8.2.2.d</p> <p>8.3.1.d</p> <p>8.3.1.e</p> <p>8.3.2.a</p> <p>8.3.2.c</p> <p>8.3.3.a</p>

Curriculum Map – Reading/Language Arts

		(4.) identify and use all eight parts of speech				8.3.3.b 8.3.3.c 8.3.3.d 8.3.3.e
Units (In Sequence)	Estim ated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
<i>Johnny Tremain</i> (historical fiction)	40	<p>(1.) understand and use elements of plot and fiction (emphasis on historical fiction).</p> <p>(2.) effectively use presentation resources (iMovie, Google Slides, etc) to construct a presentation.</p> <p>(3.) implement appropriate speaking skills when making a large-group presentation.</p> <p>(4.) use online research engines appropriately</p> <p>(5.) implement sources into their writing smoothly and being notated correctly.</p>	Autobiography Biography Prior Knowledge Inference Predicting Compare Contrast	<i>Johnny Tremain</i> Novel Esther Forbes Background Information Chapter Study Guides Book Report Rubric	Chapter Quizzes Book Report Presentation Research Report - Revolutionary War Character	8.1.3.a 8.1.4.a 8.1.5.a 8.1.5.b 8.1.5.c 8.1.5.d 8.1.5.e 8.1.6.a 8.1.6.b 8.1.6.c 8.1.6.d 8.1.6.e 8.1.6.f 8.1.6.g 8.1.6.h 8.1.6.i 8.1.6.k 8.1.6.l 8.1.6.m 8.1.6.n 8.1.6.o 8.1.6.p

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						8.3.1.a 8.3.1.b 8.3.1.c 8.3.1.d 8.3.1.e 8.3.1.f 8.3.2.a 8.3.2.b 8.3.2.c 8.3.3.a 8.3.3.b 8.3.3.c 8.3.3.d 8.3.3.e 8.4.1.b 8.4.1.c 8.4.2.a 8.4.2.b
Units (In Sequence)	Estim ated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
NeSA-ELA Review	9	(1.) review all text structures and how to identify them within varied texts. (2.) review all types of NeSA-ELA questions. (3.) review CLOSE reading techniques. (4.) review formatting and	Compare/ Contrast Problem/ Solution Spatial Chronological Sequential	Text Structures PPT - TeacherTube Various Poetry Websites/YouTube C4L Assessments NDE Practice Assessments	NeSA-ELA Assessment	Review of ALL ELA Standards

Curriculum Map – Reading/Language Arts

		writing of TDA responses. (5.) review all poetry types.	Cause/ Effect			
Units (In Sequence)	Estim ated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Sentence Types	11	(1.) be able to write complete sentences, using a variety of sentence structures to create a sense of writing fluency.	Fragment Run-On FANBOYS I,cl I;l D,I ID Subordinate Conjunctions	Basic Language: Workbo ok and Handbook by Harper & Row Teacher-made worksheets and quizzes Teacher-made Smart Board Notes, Examples, & Exercises	Fragment/Run- On Quiz Boom Song Quiz Simple, Compound, Complex Sentence Quiz	8.2.1.d 8.2.1.e 8.2.1.h
Units (In Sequence)	Estim ated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
<i>Tom Sawyer</i> Unit	30	(1.) articulate and understand how an author's background and the historical background of the	Theme Symbolism	Mark Twain Biography Information	Obituary Chapter Quizzes	8.1.3.a 8.1.4.a 8.1.5.a 8.1.5.b

Curriculum Map – Reading/Language Arts

		<p>novel influence the characters' actions, talk, dress, and interactions.</p> <p>(2.) understand the novel's themes, motifs, and symbols.</p> <p>(3.) read, recognize and interpret character evolution within the novel.</p> <p>(4.) implement the Six Traits of Writing to compose an interesting and lively self-obituary.</p>	<p>Motif</p> <p>Obituary</p>	<p>Hannibal, MO, Websites</p> <p><i>Tom Sawyer</i> novel</p> <p><i>Tom Sawyer</i> Chapter Study Guides</p> <p>Obituary Examples, Template, Websites</p> <p><i>Tom and Huck</i> Movie</p>	<p>Comparison/Contrast Essay (movie to book)</p>	<p>8.1.5.c</p> <p>8.1.5.d</p> <p>8.1.5.e</p> <p>8.1.6.a</p> <p>8.1.6.b</p> <p>8.1.6.c</p> <p>8.1.6.d</p> <p>8.1.6.e</p> <p>8.1.6.f</p> <p>8.1.6.g</p> <p>8.1.6.h</p> <p>8.1.6.i</p> <p>8.1.6.j</p> <p>8.1.6.k</p> <p>8.1.6.l</p> <p>8.1.6.m</p> <p>8.1.6.n</p> <p>8.1.6.o</p> <p>8.1.6.p</p> <p>8.2.1.a</p> <p>8.2.1.b</p> <p>8.2.1.c</p> <p>8.2.1.d</p> <p>8.2.1.e</p> <p>8.2.1.f</p> <p>8.2.1.g</p> <p>8.2.1.h</p> <p>8.2.1.i</p> <p>8.2.1.j</p> <p>8.2.2.a</p> <p>8.2.2.b</p> <p>8.2.2.c</p> <p>8.2.2.d</p>
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Curriculum Map – Reading/Language Arts

						8.2.2.3 8.3.2.a 8.3.2.b 8.3.2.c 8.3.3.a 8.3.3.b 8.3.3.c 8.3.3.d 8.3.3.e 8.4.1.a 8.4.1.b 8.4.1.c 8.4.2.b
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Writing Styles	Narrative - 10 Days Text-Dependent - 21 Days	(1.) compose various pieces of writing, considering both audience and purpose, while containing an interesting beginning, middle, and end. (2.) compose pieces of writing that are free from errors in grammar, punctuation, spelling, and other conventions. (3.) write in complete sentences using a variety of	Ideas/Content Voice Word Choice Organization Sentence Fluency Conventions Citations	Holt - Elements of Literature (Second Course) Text Book NDE - Six Traits Rubric TDA Formatting Sheet NDE - C4L - TDA Passages and Questions Student Examples -	Narrative Paper TDA Essays NeSA-ELA	8.2.1.a 8.2.1.b 8.2.1.c 8.2.1.d 8.2.1.e 8.2.1.f 8.2.1.g 8.2.1.h 8.2.1.i 8.2.1.j 8.2.2.a 8.2.2.b 8.2.2.c 8.2.2.d

Curriculum Map – Reading/Language Arts

		<p>sentence strategies in order to create a sense of writing fluency.</p> <p>(4.) implement appropriate sources when necessary, using proper citations.</p> <p>(5.) discern between non-credible and credible sources.</p> <p>(6.) know how to run a proper Google search.</p>	<p>Fragment</p> <p>Run-On</p> <p>Plot</p> <p>Setting</p> <p>Theme</p> <p>Characterization</p>	<p>TDAs (anchor papers)</p> <p>PQP Forms</p>		<p>8.2.2.e</p> <p>8.3.2.a</p> <p>8.3.2.b</p> <p>8.3.2.c</p> <p>8.4.1.a</p> <p>8.4.1.b</p> <p>8.4.1.c</p> <p>8.4.2.a</p> <p>8.4.2.b</p>
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9 th Grade – English I						
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Unit 1	4-6 weeks	To understand the concept of coming of age. To identify diction, syntax, and tone and the way they work together to convey an author's or speaker's voice. To incorporate voice effectively in your own writing. To analyze and	<p>Voice</p> <p>Diction</p> <p>Syntax</p> <p>Tone</p> <p>Protagonist</p> <p>Simile</p> <p>Hyperbole</p> <p>Gloss</p> <p>Analogy</p> <p>Prose</p> <p>Point of View</p>	<p>Outcasts of Poker Flats</p> <p>Harrison Bergeron</p> <p>To Build a Fire</p> <p>Occurrence at Owl Creek</p>	<p>Unit 1 Embedded Assessment #1: Presenting an Interview</p> <p>Unit 1 Embedded Assessment #2: Creating</p>	<p>Word Analysis LA 10.1.3</p> <p>Comprehension LA 10.1.6 (a,b,c, D, e, f,i,k, p)</p>

Curriculum Map – Reading/Language Arts

		use rhetorical appeals to influence an audience.	Advertising Techniques Rhetorical Appeals - ethos - pathos - logos Ad Hominem	Monkey's Paw Thank You Ma'am The Gift of the Magi	an Ad Campaign for a Novel End of Unit Assessment: ELA Level 4, Unit 1	Writing Process LA 10.2.1 (a, d, e, i, j) Writing Modes LA 10.2.2 (a, d) Listening LA 10.3.2 a Reciprocal Communication LA 10.3.3 (a, b, c, e) Information Fluency LA 10.4.1 (a, b, c) Digital Citizenship (a, b)
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Unit 2	8-10 weeks	<i>To identify important cinematic techniques and analyze their effects. To transform a text into a</i>	Point of View Irony Plot Diagram Setting/	The Pearl And Then there Were None	Embedded Assessment 2 Unit Reflection	Word Analysis LA 10.1.3

Curriculum Map – Reading/Language Arts

		<p><i>new genre. To identify specific elements of an author's style. To develop an awareness of reading strategies to enhance comprehension. To analyze the elements of fiction—setting, plot, character, theme—and the steps in plot development—exposition, complications, climax, falling action, resolution</i></p>	<p>Exposition/ Rising Action or Complications/ Climax/ Falling Action/ Resolution Omniscient Conflict Analogy Theme Biography Mood Tone Commentary Cinematic Techniques Style Effect</p>			<p>Comprehension LA 10.1.6 (a,b,c, D, e, f)</p> <p>Writing Process LA 10.2.1 (a, d, e, i, j)</p> <p>Writing Modes LA 10.2.2 (a, d)</p> <p>Listening LA 10.3.2 a</p> <p>Reciprocal Communication LA 10.3.3 (a, b, c, e)</p> <p>Information Fluency LA 10.4.1 (a, b, c)</p> <p>Digital Citizenship (a, b)</p>
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Curriculum Map – Reading/Language Arts

Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Unit 3	4-6 weeks	<i>To develop the skills and knowledge to analyze and craft poetry. To analyze the function and effects of figurative language. To write original poems that reflect personal voice, style, and an understanding of poetic elements. To write a style analysis essay. To present an oral interpretation of a poem.</i>	Poetic Structure Repetition/ Anaphora/ Form/ Free Verse/ Rhythm, Rhyme Scheme/ Stanza/ Quatrain/ Couplet/ Iambic Pentameter Hyperbole Autobiography Diction Imagery Voice Figurative Language Syntax	Song Lyrics Poems of - Langston Hughes -Robert Frost - Edgar Allan Poe	Unit 3 Embedded Assessment: Creating a Poetry Anthology Unit 3 Embedded Assessment: Analyzing and Presenting a Poet End of Unit Assessment: ELA Level 4, Unit 3	Word Analysis LA 10.1.3 Comprehe nsion LA 10.1.6 (a,b,c,d, e, f) Writing Process LA 10.2.1 (a, d, e, i, j) Writing Modes LA 10.2.2 (a, d) Listening LA 10.3.2 a Speaking LA 10.3.1 (a, f,) Reciprocal Communic ation

Curriculum Map – Reading/Language Arts

						LA 10.3.3 (a, b, c, e) Information Fluency LA 10.4.1 (a, b, c) Digital Citizenship (a, b)
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Unit 4	6-10 weeks	<i>To engage in authentic research related to performing Romeo and Juliet. To explore multiple interpretations of Romeo and Juliet through performance and film. To examine the “coming of age” concept in context of the play. To be intentional in the use of strategies and to evaluate how well they work. To reflect on one’s growth as a learner.</i>	Monologue Drama Protagonist Tragedy Theatrical Elements Diction Interpretation Metacognition Imagery Metaphor Hyperbole Allusion Personification Character Foil Soliloquy Theme Dramatic Irony	Romeo and Juliet	Unit 4 Embedded Assessment #1: Presenting a Shakespeare an Scene Unit 4 Embedded Assessment #2: Writing a Metacognitive Reflection End of Unit Assessment: ELA Level 4, Unit 4	Word Analysis LA 10.1.3 Comprehension LA 10.1.6 (a,b,c, D, e, f) Writing Process LA 10.2.1 (a, d, e, i, j) Writing Modes LA 10.2.2

Curriculum Map – Reading/Language Arts

						<p>(a, d) Listening LA 10.3.2 a Speaking LA 10.3.1 (a, f,)</p> <p>Reciprocal Communic ation LA 10.3.3 (a, b, c, e)</p> <p>Informatio n Fluency LA 10.4.1 (a, b, c)</p> <p>Digital Citizenship (a, b)</p>
Units (In Sequence)	Estim ated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Unit 5	6-10 weeks	To gather and synthesize information for an oral presentation on the social, cultural, historical, and geographical context of the novel. To explore	Context Annotated Bibliography Thematic Statement Characterizatio	To Kill A Mockingbird	Unit 5 Embedded Assessment #1: Historical Investigation and	Word Analysis LA 10.1.3 Comprehe nsion

Curriculum Map – Reading/Language Arts

		<p>the significance of setting, conflict, and the growth of characters in relation to the theme of coming of age. To extrapolate from a short passage the larger themes and literary elements of the novel.</p>	<p>n Audience Analysis Flashback Motif Foreshadowing Dynamic/ Static</p>		<p>Presentation Unit 5 Embedded Assessment #2: Analyzing a Passage from To Kill a Mockingbird. End of Unit Assessment: ELA Level 4, Unit 5</p>	<p>LA 10.1.6 (a,b,c, D, e, f)</p> <p>Writing Process LA 10.2.1 (a, d, e, i, j)</p> <p>Writing Modes LA 10.2.2 (a, d)</p> <p>Listening LA 10.3.2 a</p> <p>Speaking LA 10.3.1 (a, f,)</p> <p>Reciprocal Communication LA 10.3.3 (a, b, c, e)</p> <p>Information Fluency LA 10.4.1 (a, b, c)</p> <p>Digital Citizenship (a, b)</p>
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Curriculum Map – Reading/Language Arts

10 th Grade – English II						
Units (In Sequence)	Estim ated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Unit 1	5-6 weeks	To examine a variety of voices writers and speakers use and the reasons they use them (audience, purpose, context, and genre) To apply analytical, critical, creative, and reflective strategies to published, personal, and peer generated texts. To develop speaking and listening skills that build capacity for effective communication.	Culture Subculture Symbol Perspective Stereotype Images Connotation Diction Voice Tone Syntax Diction	“On the Rainy River” “The Necklace” “Sinners in the Hands of an Angry God” Writings of James Bradford Anne Bradstreet Mark Twain -Eve’s Diary -The Celebrated Jumping Frog..”	Unit 1 Embedded Assessment #1: Create a three dimensional representation of your culture and compose a written text that explains the significance of two of the symbols you have chosen to represent yourself. I 5; Unit 1 Embedded Assessment #2: Write two original texts using the writing process that	Word Analysis LA 10.1.3 Comprehe nsion LA 10.1.6 (a,b,c, D, e, f) Writing Process LA 10.2.1 (a, d, e, i, j) Writing Modes LA 10.2.2 (a, d) Listening LA 10.3.2 a Speaking LA 10.3.1

Curriculum Map – Reading/Language Arts

					<p>reflect two distinctive voices you possess. Share one in an oral presentation and the other in a written text. Each text should demonstrate how you present yourself in two different contexts, roles, or subcultures</p>	<p>(a, f,)</p> <p>Reciprocal Communication LA 10.3.3 (a, b, c, e)</p> <p>Information Fluency LA 10.4.1 (a, b, c)</p> <p>Digital Citizenship (a, b)</p>
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Unit 2	5-6 weeks	<p>To recognize how we define ourselves as individuals through our interactions with external cultural forces.</p> <p>To understand and apply the basic elements of argument.</p> <p>To recognize the role that culture plays in defining ourselves as individuals.</p> <p>To identify and</p>	<p>Humor</p> <p>Satire</p> <p>Exaggeration</p> <p>Irony</p> <p>Understatement</p> <p>Theatrical elements</p> <p>Cultural Conflict</p> <p>Synthesis</p> <p>Protagonist</p> <p>Juxtaposition</p>	<p>The 5 People You Meet in Heaven</p> <p>I Know Why the Gated Bird Signs</p> <p>The Narrative of Frederick Douglass</p> <p>The Joy Luck</p>	<p>Unit 2 Embedded Assessment #1: Choose a character (not necessarily the protagonist) from one of the texts (including the film clips) you encountered in Unit 1 or the</p>	<p>Word Analysis LA 10.1.3 Comprehension LA 10.1.6 (a,b,c, D, e, f)</p> <p>Writing Process LA 10.2.1 (a, d, e, i, j)</p>

Curriculum Map – Reading/Language Arts

		<p>understand significant cultural conversations within a variety of media sources. To apply the appropriate conventions and elements of a synthesis essay.</p>	<p>Persona Allusion Conflict Diction Syntax Argument</p>	<p>Club</p>	<p>first part of this unit. Choose a character whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligation or influences. In a wellorganized essay, identify each side of the conflict and examine the reasons for the conflict, the conflict's resolution, and how this conflict illuminates the meaning of the work as a whole. Unit 2 Embedded Assessment #2: Write an essay in which you analyze how cultural identity influences as individual's</p>	<p>Writing Modes LA 10.2.2 (a, d) Listening LA 10.3.2 a Speaking LA 10.3.1 (a, f,) Reciprocal Communic ation LA 10.3.3 (a, b, c, e) Informatio n Fluency LA 10.4.1 (a, b, c) Digital Citizenship (a, b)</p>
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Curriculum Map – Reading/Language Arts

					<p>perspective. You will work in groups to compose a group essay that responds to the following synthesis prompt: To what extent does one's culture inform the way one views others and the world? Support your claim with evidence from at least three different texts you have read, viewed, or listened to this year, as well as personal experience and insights.</p>	
Units (In Sequence)	Estimated Time	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)

Curriculum Map – Reading/Language Arts

	(Days)					
Unit 3	6-7 weeks	<p>To analyze character relationships and motivations in a literary work</p> <p>To apply academic writing skills to a literary analysis</p> <p>To research and make connections between one's culture of another time and place</p>	<p>Folk Tale</p> <p>Oral tradition</p> <p>Symbol</p> <p>Archetype</p> <p>Reliability</p> <p>Validity</p> <p>Plagiarism</p> <p>Syntax</p> <p>Voice</p> <p>Tragic hero</p> <p>Hamartia</p> <p>Dramatic irony</p> <p>Allegory</p>	<p>Animal Farm</p> <p>Excerpts from the Crucible</p> <p>The Life You Save May Be Your Own</p> <p>Taming of the Shrew</p>	<p>Unit 3 Embedded Assessment #1</p> <p>Examine one aspect of tribal culture presented in Animal Farm, research its significance to the Ibo community, and create a presentation that reflects your research and makes connections, between your own culture and that of the Ibo. Explain what the novel reveals about Ibo beliefs, values, and practices. Write a reflective essay in which you evaluate the effectiveness of your own classroom or</p>	<p>Word Analysis</p> <p>LA 10.1.3 Comprehension</p> <p>LA 10.1.6 (a,b,c, D, e, f)</p> <p>Writing Process</p> <p>LA 10.2.1 (a, d, e, i, j)</p> <p>Writing Modes</p> <p>LA 10.2.2 (a, d)</p> <p>Listening</p> <p>LA 10.3.2 a</p> <p>Speaking</p> <p>LA 10.3.1 (a, f,)</p> <p>Reciprocal Communication</p> <p>LA 10.3.3 (a, b, c, e)</p> <p>Information Fluency</p>

Curriculum Map – Reading/Language Arts

					community. Unit 3 Embedded Assessment #2 Write an analytical essay about Animal Farm in which examine a character's response to the cultural collision caused by the introduction of Western ideas into Ibo culture. Analyze how the collision challenges the character's sense of identity and explain how his response shapes the meaning of the work as a whole.	LA 10.4.1 (a, b, c) Digital Citizenship (a, b)
Units (In Sequence)	Estimated Time	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)

Curriculum Map – Reading/Language Arts

	(Days)					
Unit 4	6-7 weeks	<p>To examine perspectives of justice across cultures and over time</p> <p>To recognize effective element of persuasion</p> <p>To create a persuasive piece</p> <p>To rehearse and present a dramatic interpretation</p>	<p>Hook</p> <p>Thesis</p> <p>Argument</p> <p>Audience</p> <p>Genre</p> <p>Tragedy</p> <p>Chorus</p> <p>Diction</p> <p>Allusions</p> <p>Figurative language</p>	<p>Speeches of: Lincoln</p> <p>Roosevelt</p> <p>Trump</p> <p>Clinton</p> <p>Use of Debate techniques</p> <p>Slideshow of Persuasive techniques</p>	<p>Unit 4 Embedded Assessment #1</p> <p>Compose a persuasive text about an issue of justice that is important to you. You will choose an appropriate audience and genre for your argument. Unit 4 Embedded Assessment # 2</p> <p>Work with a group of six or seven other students to create a living tableau that presents an issue of justice and incorporates lines from Antigone and an original choral ode. Your tableau will reflect your</p>	<p>Word Analysis</p> <p>LA 10.1.3</p> <p>Comprehension</p> <p>LA 10.1.6 (a,b,c, D, e, f)</p> <p>Writing Process</p> <p>LA 10.2.1 (a, d, e, i, j)</p> <p>Writing Modes</p> <p>LA 10.2.2 (a, d)</p> <p>Listening</p> <p>LA 10.3.2 a</p> <p>Speaking</p> <p>LA 10.3.1 (a, f,)</p> <p>Reciprocal Communication</p> <p>LA 10.3.3 (a, b, c, e)</p> <p>Information Fluency</p>

Curriculum Map – Reading/Language Arts

					understanding of the beliefs about justice reflected in Antigone and beliefs about justice reflected in your own culture.	LA 10.4.1 (a, b, c) Digital Citizenship (a, b)
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Unit 5	5-6 weeks	<p>To examine how nonfiction texts (both print and nonprint) construct our perceptions of what is true</p> <p>To analyze how writers and speakers use evidence to impact the persuasiveness of a claim</p> <p>To examine how perceptions of a writer or speaker's ethics affect the credibility of a text or its author</p> <p>To explore a complex issue or problem from multiple perspectives and to work with peers to present a solution</p>	<p>Dialogue</p> <p>Narration</p> <p>Theme</p> <p>Diegetic sound</p> <p>Non-Diegetic sound</p> <p>Documentary</p> <p>Juxtaposition</p> <p>Logical Appeal</p> <p>Emotional appeal</p> <p>Ethical appeal</p> <p>Objectivity</p> <p>Subjectivity</p>	<p>Emerson "Self-Reliance"</p> <p>Whitman "Song of Myself"</p> <p>Thoreau "Civil Disobedience"</p> <p>MLK "Birmingham Jail"</p> <p>Theories of Transcendentalism</p>	<p>Unit 5 Embedded Assessment #1</p> <p>Work with others to present a solution to an environmental conflict that has intercultural or international implications. As a group, deliver an interactive presentation in a medium of your choice that contextualizes the conflict for our classmates</p>	<p>Word Analysis</p> <p>LA 10.1.3 Comprehension</p> <p>LA 10.1.6 (a,b,c, D, e, f)</p> <p>Writing Process</p> <p>LA 10.2.1 (a, d, e, i, j)</p> <p>Writing Modes</p> <p>LA 10.2.2 (a, d)</p> <p>Listening</p> <p>LA 10.3.2 a</p>

Curriculum Map – Reading/Language Arts

		To reflect on academic strengths and identify areas for further development			and justifies your approach to resolving it. Unit 5 Embedded Assessment #2 Craft a “Dear Reader” letter in which you reflect on your growth as a student this year, identify areas you are going to target for future growth, and explain how you plan to address those areas in the future.	Speaking LA 10.3.1 (a, f,) Reciprocal Communication LA 10.3.3 (a, b, c, e) Information Fluency LA 10.4.1 (a, b, c) Digital Citizenship (a, b)
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11 th Grade – English III						
Units (In Sequence)	Estimated	Unit Objectives: <i>The learner will...</i>	Key Vocabulary	Instructional Materials	Assessments	State Standards

Curriculum Map – Reading/Language Arts

	Time (Days)		Concepts			(ELA)
A Doll's House	10	<ul style="list-style-type: none"> analyze one of the following themes as it applies to <i>A Doll's House</i>: fathers, freedom, forgiveness. define <i>stage directions</i> and explain its use in <i>A Doll's House</i>. define <i>dialogue</i> and explain its use in <i>A Doll's House</i>. define <i>drama</i> and explain its use in <i>A Doll's House</i>. make connections between the play and events or experiences in his or her life or modern world. generate literal, inferential, and evaluative questions based on fiction. use a variety of strategies to generate chapter notes during the reading process. make predictions and reflections during the reading process. 	dialogue drama stage directions	<i>A Doll's House</i> by Henrik Ibsen	Act Quizzes Self-directed Projects	12.1.6.b 12.1.6.c 12.1.6.i 12.1.6.l 12.1.6.n 12.1.6.p 12.3.1 12.3.2 12.3.3
Units (In Sequence)	Estima ted Time (Days)	Unit Objectives: <ul style="list-style-type: none"> <i>The learner will...</i> 	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)

Curriculum Map – Reading/Language Arts

A Midsummer Night's Dream	18	<ul style="list-style-type: none"> • make connections between the play and events or experiences in his or her life or modern world. • generate literal, inferential, and evaluative questions based on fiction. • use a variety of strategies to generate chapter notes during the reading process. • make predictions and reflections during the reading process. 	Theme	<i>A Midsummer Night's Dream</i> by William Shakespeare	Quizzes and Final Test	12.1.4.a 12.1.6.b 12.1.6.c 12.1.6.i 12.1.6.l 12.1.6.n 12.3.1 12.3.2 12.3.3
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <ul style="list-style-type: none"> • <i>The learner will...</i> 	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Poetry	15	<ul style="list-style-type: none"> • make connections between poetry and events or experiences in his or her life or modern world. • generate literal, inferential, and evaluative questions based on poetry. • use a variety of strategies to generate notes during the reading process. • Identify and apply the seven steps of poetry analysis 	alliteration allusion assonance ballad cacophony couplet epic epiphany euphemism euphony figurative language free verse	SmartBoard iMovie	Test	12.1.6.b 12.1.6.c 12.1.6.i 12.1.6.k 12.1.6.l 12.1.6.m 12.1.6.n 12.1.6.o

Curriculum Map – Reading/Language Arts

		<ul style="list-style-type: none"> Create a short digital poetry project Identify and apply information about prominent poets 	haiku oxymoron rhythm sonnet			
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Punctuation	8	(1) correctly use an apostrophe to form a possessive. (35-39) (2) correctly use an apostrophe to show where letters have been omitted in contractions. (40) (3) correctly use quotations marks to enclose a direct quotation. (41) (4) correctly use quotation marks to enclose titles. (42) (5) correctly use quotation marks to enclose slang, words used ironically, or other unusual expressions. (43) (6) correctly use hyphens for compound modifiers. (45) (7) correctly hyphenate prefixes. (46) (8) correctly use hyphens to link certain pairs of coequal words. (47)	apostrophe contraction dash hyphen personal pronoun possessive case prefix question mark slang	Joe Green Notebook	Test	12.2.1.h 12.2.1.i

Curriculum Map – Reading/Language Arts

		(9) correctly use a dash within an independent clause. (48-49) (10) Correctly use underlining and italics. (50-51)				
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
My Antonia	20 Days (23 days in 2015-16)	(1) identify key events in the life of Willa Cather. (2) identify key elements of immigration, pioneers and the Midwest (specifically Nebraska). (3) evaluate <i>My Antonia</i> as a realistic portrayal of pioneer life. (4) Evaluate the point of view (5) follow the main characters as they progress from childhood to maturity, studying the Coming of Age theme. (5) show connections between characters by explaining the influence of minor characters on the narrator, Jim Burden. (6) define setting and analyze its role in <i>My Antonia</i> . (7) generate a thesis and supporting material based on a work of prose. (8) generate a well-written	character coming of age novel frame narrator setting plot theme	My Antonia by Willa Cather Study Guide NEA Big Read Supplemental Materials	Objective Test with Written Component	12.1.6.a 12.1.6.b 12.1.6.c 12.1.6.d 12.1.6.f 12.1.6.g 12.1.6.i 12.1.6.l 12.1.6.m 12.1.6.n 12.2.1.a 12.2.1.b 12.2.1.d 12.2.1.e 12.2.1.g 12.2.1.h 12.2.1.i 12.2.2.d 12.3.1 12.3.2 12.3.3

Curriculum Map – Reading/Language Arts

		<p>topic sentence that has value, unity, and precision.</p> <p>(9) select quotations from literature that accurately support a self-selected thesis.</p> <p>(10) generate three body paragraphs using quoted examples of prose.</p> <p>(11) generate an introduction that engages the reader and includes a thesis statement and factors.</p> <p>(12) generate a conclusion that restates the thesis and factors and satisfactorily summarizes the student's logical argument.</p> <p>(13) utilize the 6 traits of writing to edit revise his or her work.</p>				
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Persuasive Writing in three sessions	<p>10 Days in August</p> <p>2 Days of Writing for ESU essay</p>	<p>(1) utilize a peer evaluation process to edit and revise his or her work.</p> <p>(2) compare and contrast denotation and connotation and use them effectively in persuasive writing.</p> <p>(3) Three types of arguments: Logos, Ethos, and Pathos</p>	<p>conventions</p> <p>denotation</p> <p>expository</p> <p>gerund</p> <p>hook</p> <p>ideas and content</p>	<p>Joe Green</p> <p>Write Tools</p> <p>OTT (online tools training)</p> <p>Scoring Guide on NDE</p>	Essay	<p>12.1.6.j</p> <p>12.2.1.a</p> <p>12.2.1.b</p> <p>12.2.1.c</p> <p>12.2.1.d</p> <p>12.2.1.e</p> <p>12.2.1.f</p> <p>12.2.1.g</p>

Curriculum Map – Reading/Language Arts

	<p>in October</p> <p>10 Days in December</p> <p>8 Days in January</p>	<p>(4) Organization: Number Notes and T Charts</p> <p>(5) Four Types of Topic Sentences: S; D,I; N; and QQ</p> <p>(6) define and apply the following writing traits: Ideas, Voice, Sentence Fluency, Organization, Conventions, and Word Choice.</p> <p>(7) independently generate transitions that show connections between ideas.</p> <p>(8) independently generate an well-constructed paragraph that effectively introduces an essay.</p> <p>(9) independently generate a well-constructed paragraph that effectively summarizes an essay.</p> <p>(10) independently generate body paragraphs that logically support a thesis.</p> <p>(11) utilize 4 different hooks that grab the attention of the reader.</p> <p>(12) utilize knowledge of audience to select relevant facts and details for persuasion.</p> <p>(13) create review materials for topic sentences, and</p>	<p>organization</p> <p>sentence fluency</p> <p>thesis transition</p> <p>voice</p> <p>word choice</p>	<p>Self-Assessment Rubric</p> <p>NeSA W Persuasive Rubric</p>	<p>12.2.1.h</p> <p>12.2.1.i</p> <p>12.2.1.j</p> <p>12.2.2.a</p> <p>12.2.2.b</p> <p>12.2.2.c</p> <p>12.2.2.d</p> <p>12.2.2.e</p>
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Curriculum Map – Reading/Language Arts

		organizational plans (14) review sample essays and evaluate student writing according to the NE Persuasive Rubric (15) utilize online tools for assessment (online tools training and practice tests) (16) utilize a peer evaluation process to edit and revise his or her work.				
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: • <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Sentence Structure, Phrases, and Clauses	7	<ul style="list-style-type: none"> identify and create an original S structured sentence. identify and create an original D,I structured sentence. identify and create an original ID structured sentence. identify and create an original I,cl structured sentence. identify and create an original I;I structured sentence. identify and create an original I:I structured sentence. 	adjective clause appositive participial phrase clause conjunctive adverb coordinating conjunction dependent clause independent clause		Unit Test	12.2.1.d 12.2.1.h

Curriculum Map – Reading/Language Arts

		<ul style="list-style-type: none"> • identify and create an original I;____,I structured sentence. • apply knowledge of sentence structure to improve sentence fluency. • define and give an example of an appositive phrase. • identify and label the 2 types of appositive phrases. • define and give an example of a participial phrase. • identify and label participial phrases in context. • define and apply knowledge of phrase. 				
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
The Great Gatsby	20	(1) identify key elements of Fitzgerald's life and other works that influenced his novel, <i>The Great Gatsby</i> . (2) identify key factors during the Jazz Age. (3) define narrator and identify three specific perspectives from which a	personification conflict direct characterization indirect characterization	The Great Gatsby by F. Scott Fitzgerald TGG Literature Guide - NCTE	Essay and Test	12.1.5.d 12.1.6.b 12.1.6.c 12.1.6.f 12.1.6.i 12.1.6.l 12.1.6.m 12.1.6.n 12.1.6.p

Curriculum Map – Reading/Language Arts

		<p>narrative may be told.</p> <ul style="list-style-type: none"> First Person, Third Person Limited, and Third Person Omniscient <p>(4) evaluate the use of narrator and perspective in <i>The Great Gatsby</i>.</p> <p>(5) compare and contrast direct and indirect characterization and document how each is used in the novel.</p> <p>(6) identify the use of symbols in the setting of the novel and analyze its effect in the novel.</p> <p>(7) identify elements of style typical to Fitzgerald's writing and</p> <p>(8) evaluate the effect each element has on the reader.</p> <p>(9) Identify the use of tone in specific passages from <i>The Great Gatsby</i>.</p> <p>(10) Create a well-organized written response based on a prompt from literature</p> <p>(11) identify Fitzgerald's use of color as symbol and</p> <p>(12) evaluate its effect for the reader.</p> <p>Use semantic relationships to analyze the impact of specific</p>	<p>first person</p> <p>pov</p> <p>metaphor</p> <p>simile</p> <p>symbolism</p> <p>third person</p> <p>pov</p> <p>their person</p> <p>omniscient</p> <p>pov</p> <p>mood</p> <p>tone</p>			<p>12.2.1.a</p> <p>12.2.1.b</p> <p>12.2.1.d</p> <p>12.2.1.e</p> <p>12.2.1.g</p> <p>12.2.1.h</p> <p>12.2.1.i</p> <p>12.2.2.d</p> <p>12.3.1</p> <p>12.3.2</p> <p>12.3.3</p>
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Curriculum Map – Reading/Language Arts

		word choices on meaning and tone, aid in comprehension, and improve writing.				
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: • <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
The Scarlet Letter	20	<ul style="list-style-type: none"> recognize imagery and demonstrate an understanding of how the imagery contributes to the atmosphere of the novel's opening. document and evaluate the character of Hester Prynne as she copes with the situations she faces make connections between the novel and events or experiences in his or her life or modern world. generate literal, inferential, and evaluative questions based on fiction. use a variety of strategies to generate chapter notes during the reading process. make predictions and reflections during the reading process. 	context clues fiction flashback genre inference irony mood point of view text structure theme tone	<i>The Scarlet Letter</i> by Nathaniel Hawthorne	Essay and Test	12.1.4.a 12.1.6.b 12.1.6.c 12.1.6.i 12.1.6.l 12.1.6.m 12.1.6.n 12.2.1.a 12.2.1.b 12.2.1.d 12.2.1.e 12.2.1.g 12.2.1.h 12.2.1.i 12.2.2.d 12.3.1 12.3.2 12.3.3
Units	Estimated	Unit Objectives:	Key	Instructional	Assessments	State

Curriculum Map – Reading/Language Arts

(In Sequence)	ted Time (Days)	• <i>The learner will...</i>	Vocabulary Concepts	Materials		Standards (ELA)
Vocabulary	40	<ul style="list-style-type: none"> Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade level texts. Apply word analysis strategies to determine the meaning of unknown and multi-meaning words across content areas to aid in comprehension and improve writing. Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate. 	antonym analogy synonym	Vocabulary from Greek and Latin Roots V	Weekly Tests	12.1.3.a 12.1.5.c 12.1.5.e

12 th Grade – English IV						
Units (In Sequence)	Estima ted	Unit Objectives: <i>The learner will...</i>	Key Vocabulary	Instructional Materials	Assessments	State Standards

Curriculum Map – Reading/Language Arts

	Time (Days)		Concepts			(ELA)
<i>Canterbury Tales</i>	10	<ul style="list-style-type: none"> define and apply knowledge of the framing device in <i>Canterbury Tales</i>. generate a thesis and supporting material based on a work of poetry generate a well-written topic sentence that has value, unity, and precision. select quotations from literature that accurately support a self-selected thesis. generate three body paragraphs using quoted examples from poetry. generate an introduction that engages the reader and includes a thesis statement and factors. generate a conclusion that restates the thesis and factors and satisfactorily summarizes the student's logical argument. utilize the six traits of writing to edit and revise 	framing device character plot tone thesis topic sentence revise edit introduction conclusion argument	Chaucer's <i>Canterbury Tales</i> OWL at Purdue Univ. EasyBib.com ReadWriteThink online profile Google Docs "The Prologue" "The Prioress's Tale" "The Pardoner's Tale"	Literary Analysis Essay Test with Poetry	12.1.5.d 12.1.6.b 12.1.6.c 12.1.6.i 12.1.6.l 12.1.6.n 12.2.1.a 12.2.1.b 12.2.1.d 12.2.1.e 12.2.1.g 12.2.1.h 12.2.1.i 12.2.2.d 12.3.1 12.3.2 12.3.3 12.4.1 12.4.2

Curriculum Map – Reading/Language Arts

		<p>his or her work.</p> <ul style="list-style-type: none"> • utilize a peer evaluation process to edit and revise his or her work. • identify key elements of Chaucer's life and fourteenth-century English society. • use a variety of strategies to generate chapter notes during the reading process. • make connections between the tale and his or her own life or the modern world. • generate literal, inferential, and evaluative questions based on fiction. • make predictions and reflections during the reading process. • compare and contrast medieval and modern times. • Use semantic relationships to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing. 				
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Curriculum Map – Reading/Language Arts

Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Phrases/ Clauses	10	<ul style="list-style-type: none"> define and apply knowledge of clauses. define adjective clauses and identify it in context. define adverb clause and identify it in context. define noun clauses and identify it in context. define dependent clause and identify it in context. define independent clause and identify it in context. give a definition and example of a prepositional phrase. identify and label two uses of prepositional phrases in context. give a definition and example of an infinitive phrase. identify and label the three uses of infinitive phrases in context. define and give an example of an appositive phrase. identify and label the two 	adjective clause adverb clause clause dependent clause independent clause noun clause appositive adjective phrase adverb phrase gerund gerund phrase infinitive infinitive	SmartBoard	Test	12.2.1.h

Curriculum Map – Reading/Language Arts

		<p>types of appositive phrases.</p> <ul style="list-style-type: none"> define and give an example of a gerund phrase. identify and label the five uses of gerund phrases in context. 	<p>phrase</p> <p>participial phrase</p> <p>participle phrase</p> <p>prepositional phrase</p>			
Units (In Sequence)	Estimated Time (Days)	<p>Unit Objectives:</p> <ul style="list-style-type: none"> <i>The learner will...</i> 	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
<i>Emerson and Thoreau</i>	10	<ul style="list-style-type: none"> define expository text using the essays of Emerson and Thoreau. make connections between the text and events or experiences in his or her life or modern world. generate literal, inferential, and evaluative questions based on nonfiction. use a variety of strategies to generate notes during the reading process. make predictions and reflections during the reading process. identify main ideas and 	<p>expository text</p> <p>main idea</p> <p>supporting details</p> <p>thesis</p>	<p><i>Civil Disobedience</i></p> <p><i>Self-Reliance</i></p> <p><i>Walden</i></p> <p><i>The Oversoul</i></p> <p><i>Where I Lived and What I Lived For</i></p>	Quiz	<p>12.1.6.a</p> <p>12.1.6.b</p> <p>12.1.6.c</p> <p>12.1.6.i</p> <p>12.1.6.l</p> <p>12.1.6.n</p> <p>12.3.1</p> <p>12.3.2</p> <p>12.3.3</p>

Curriculum Map – Reading/Language Arts

		supporting details in nonfiction texts.				
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: • <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Short Story	10	<ul style="list-style-type: none"> make connections between the novel and events or experiences in his or her life or modern world. generate literal, inferential, and evaluative questions based on fiction. use a variety of strategies to generate chapter notes during the reading process. make predictions and reflections during the reading process. Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural 	autobiography biography epiphany fiction genre nonfiction setting	<i>The Middle of Everywhere</i> by Michelle Piper Various short stories	Essay	12.1.6.b 12.1.6.c 12.1.6.g 12.1.6.i 12.1.6.l 12.1.6.n

Curriculum Map – Reading/Language Arts

		perspective.				
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
<i>Hamlet</i>	20	<ul style="list-style-type: none"> review five elements of fiction (plot, conflict, characters, setting, plot of view, and theme). identify key elements of Shakespeare's life and other works that influenced his play, <i>Hamlet</i>. define iambic pentameter and identify its use in Shakespeare's writing. make connections between the novel and events or experiences in his or her life or the modern world. generate literal, inferential, and evaluative questions based on fiction. use a variety of strategies to generate chapter notes during the reading process. 	aside blank verse conflict context clue double entendres drama dramatic irony iambic pentameter monologue mood prose	<i>Hamlet</i> by William Shakespeare	Test with Written Analysis	12.1.4.a 12.1.6.b 12.1.6.c 12.1.6.i 12.1.6.l 12.1.6.n 12.1.6.p 12.2.1.a 12.2.1.b 12.2.1.d 12.2.1.e 12.2.1.g 12.2.1.h 12.2.1.i 12.2.2.d 12.3.1 12.3.2 12.3.3

Curriculum Map – Reading/Language Arts

		<ul style="list-style-type: none"> • make predictions and reflections during the reading process. • define conflict and identify three specific types of conflict present in the play. • compare and contrast mood and tone and apply each term to characterize various pieces of text. • apply knowledge of context clues to access unfamiliar vocabulary. • identify elements of style typical to Shakespeare's writing and evaluate the effect each element has on the reader. • Adjust reading strategies to persevere through text of increasing length and/or complexity. • Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. 	<p>pun</p> <p>simile</p> <p>soliloquy</p> <p>tragedy</p>			
Units (In Sequence)	Estimated Time	Unit Objectives: <ul style="list-style-type: none"> • <i>The learner will...</i> 	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)

Curriculum Map – Reading/Language Arts

	(Days)					
<i>Huckleberry Finn</i>	25	<ul style="list-style-type: none"> make connections between the novel and events or experiences in his or her life or modern world. generate literal, inferential, and evaluative questions based on fiction. use a variety of strategies to generate chapter notes during the reading process. make predictions and reflections during the reading process. 	colloquialism dialect idiom point of view satire semantic relationship	<i>Huckleberry Finn</i> by Mark Twain	Quiz	12.1.6.b 12.1.6.c 12.1.6.i 12.1.6.l 12.1.6.n 12.3.1 12.3.2 12.3.3
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: • <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
<i>Odyssey</i>	25	<ul style="list-style-type: none"> make connections between the epic and events or experiences in his or her life or modern world. generate literal, inferential, and evaluative questions based on fiction. use a variety of strategies to generate chapter notes 	inference epic epic simile epithet epic hero	The <i>Odyssey</i> by Homer	Written test with analysis writing completed on TurnItIn	12.1.4.a 12.1.6.b 12.1.6.c 12.1.6.i 12.1.6.l 12.1.6.n 12.2.1.a 12.2.1.b 12.2.1.d

Curriculum Map – Reading/Language Arts

		<p>during the reading process.</p> <ul style="list-style-type: none"> • make predictions and reflections during the reading process. • Adjust reading strategies to persevere through text of increasing length and/or complexity. 	<p>flashback</p> <p>motif</p> <p>irony</p> <p>metaphor</p> <p>personification</p> <p>theme</p>			<p>12.2.1.e</p> <p>12.2.1.g</p> <p>12.2.1.h</p> <p>12.2.1.i</p> <p>12.2.2.d</p> <p>12.3.1</p> <p>12.3.2</p> <p>12.3.3</p>
Units (In Sequence)	Estimated Time (Days)	<p>Unit Objectives:</p> <ul style="list-style-type: none"> • <i>The learner will...</i> 	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Poetry	10	<ul style="list-style-type: none"> • Demonstrate knowledge of six American and British poets. • Synthesize poetry in a minimum of three distinct styles. • Read and analyze American and British poetry. • Demonstrate knowledge of the steps of poetry analysis. • Identify metrical terms as 	<p>rhythm</p> <p>anapest</p> <p>alliteration</p> <p>allusion</p> <p>assonance</p> <p>epiphany</p> <p>cacophony</p> <p>euphony</p> <p>figurative</p>	<p>“Canto I”</p> <p>“Chicago”</p> <p>“O Captain, my Captain”</p> <p>“I Know Why the Caged Bird Sings”</p>	Poetry Test (Includes Material From Canterbury)	<p>12.1.6.b</p> <p>12.1.6.c</p> <p>12.1.6.i</p> <p>12.1.6.l</p> <p>12.1.6.n</p>

Curriculum Map – Reading/Language Arts

		applied to the rhythm of poetry.	language oxymoron dactyl meter iamb trochee symbolism tercet quintain quatrain idyll			
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
<i>Punctuation</i>	5	<ul style="list-style-type: none"> correctly use underlining or italics for titles. correctly use underlining or italics to refer to words, letter, and figures themselves. correctly use parentheses. correctly spell out numbers in formal writing. correctly use numerals in 	italics parentheses s ellipses brackets	SmartBoard	Quiz Tested with Research Skills	12.2.1.h 12.2.1.i

Curriculum Map – Reading/Language Arts

		formal writing. <ul style="list-style-type: none"> correctly use ellipses to indicate an omission. correctly use brackets to insert information into a quoted passage. 	periodicals			
Units (In Sequence)	Estima ted Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Senior Research Paper	20 Days (Spread out over Hamlet Unit)	<ul style="list-style-type: none"> Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works. Interpret and evaluate information from print and digital text features to support comprehension. Apply knowledge of organizational patterns to comprehend informational text. Select text for a particular purpose, citing evidence to support analysis, reflection, or research. Self-monitor comprehension and independently apply appropriate strategies to understand complex text. 	Peer Review Writing Process Hook Thesis Citation Works Cited Parenthetic al Citation Paraphrase Plagiarism		8-10 page MLA Research Paper	12.1.6.d 12.1.6.f 12.1.6.j 12.1.6.k 12.1.6.m 12.1.6.o 12.2.1.a 12.2.1.b 12.2.1.c 12.2.1.d 12.2.1.e 12.2.1.f 12.2.1.g 12.2.1.h 12.2.1.i 12.2.1.j 12.2.2.a 12.2.2.b 12.2.2.c 12.2.2.d 12.2.2.e

Curriculum Map – Reading/Language Arts

		<ul style="list-style-type: none"> Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums. 	Primary Source Secondary Source Text Structure Connotation Conventions Denotation Ideas and Content Organization Sentence Fluency Transition Voice Word Choice			12.4.1 12.4.2
Units (In Sequence)	Estimated Time (Days)	Unit Objectives: <i>The learner will...</i>	Key Vocabulary Concepts	Instructional Materials	Assessments	State Standards (ELA)
Vocabulary	40 weeks	<ul style="list-style-type: none"> Know and apply phonetic and structural analysis 	antonym analogy	Vocabulary from Greek and Latin	Weekly Tests	12.1.3.a 12.1.5.c

Curriculum Map – Reading/Language Arts

		<p>(e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade level texts.</p> <ul style="list-style-type: none"> • Apply word analysis strategies to determine the meaning of unknown and multi-meaning words across content areas to aid in comprehension and improve writing. • Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate. 	synonym	Roots VI		12.1.5.e
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